Youth Work Training in Historical and Contemporary Contexts:
Developing a New Pre-Service Model for Australia.

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy.

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Declaration

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and, ethics procedures and guidelines have been followed.

Jennifer Katherine Brooker
19 January 2017
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KEYWORDS

Youth work training, curriculum development, international, training, Australia, Canada, New Zealand, United Kingdom, USA, youth worker, child and youth worker
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Qualifications

Providers

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- National Government Youth Policy
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<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
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<tr>
<td>ACYCP</td>
<td>Association for Child and Youth Care Practice (USA)</td>
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<tr>
<td>ACYW</td>
<td>Academy for Competent Youth Work (Texas, USA)</td>
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<tr>
<td>ACU</td>
<td>Australian Catholic University</td>
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<tr>
<td>ACYT</td>
<td>Australian College of Youth Training Inc.</td>
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<td>AFP</td>
<td>Assessed Field Placements</td>
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<td>AQTF</td>
<td>Australian Quality Training Framework</td>
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<tr>
<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
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<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
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<tr>
<td>BoE</td>
<td>Board of Education (England)</td>
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<tr>
<td>BTEC</td>
<td>British Technical Education Certificate</td>
</tr>
<tr>
<td>CALD</td>
<td>Culturally and Linguistically Diverse</td>
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<tr>
<td>CBT</td>
<td>Competency-Based Training</td>
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<td>CCCYCA</td>
<td>Canadian Council of Child and Youth Care Association</td>
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<tr>
<td>CCWAO</td>
<td>Child Care Workers’ Association of Ontario (Canada)</td>
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<td>CETYCW</td>
<td>Council of Education and Training in Youth and Community Work (England)</td>
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<td>CHP</td>
<td>Council of Homeless People (Australia)</td>
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<tr>
<td>CRB</td>
<td>Criminal Record Bureau (England)</td>
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<tr>
<td>CYC</td>
<td>Child and Youth Care</td>
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<tr>
<td>CYCAA</td>
<td>Child and Youth Care Association of Alberta (Canada)</td>
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<td>CYCCB</td>
<td>Child and Youth Care Certification Board</td>
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<tr>
<td>CYCEA</td>
<td>Child and Youth Care Education Authority</td>
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<td>CYCP</td>
<td>Child and Youth Care Practitioner</td>
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<td>CYCW</td>
<td>Child and Youth Care Worker</td>
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<td>DCSF</td>
<td>Department for Children, Schools and Families (England)</td>
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<td>DEEWR</td>
<td>Department of Education, Employment and Work Relations (Victoria, Australia)</td>
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<td>DENI</td>
<td>Department of Education, Northern Ireland</td>
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<td>DHHS</td>
<td>Department of Health and Human Services (Victoria, Australia)</td>
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<td>Edith Cowan University</td>
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<td>ELB</td>
<td>Education and Library Board (Northern Ireland)</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>ETS</td>
<td>Education Training Standards (United Kingdom)</td>
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<td>EU</td>
<td>European Union</td>
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<td>FE</td>
<td>Further Education (UK)</td>
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<td>FYA</td>
<td>Foundation of Young Australians</td>
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<tr>
<td>GFC</td>
<td>Global Financial Crisis</td>
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<td>GSCE</td>
<td>General Certificate of Secondary Education (United Kingdom)</td>
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<td>GUSS</td>
<td>School of Global, Urban and Social Studies, RMIT University, Melbourne</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
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<tr>
<td>ICT</td>
<td>Information and Computer Technologies</td>
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<tr>
<td>ILCPYC</td>
<td>International Leadership and Coalition for Professional Child and Youth Care</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>ISW</td>
<td>Institute of Social Welfare (Victoria)</td>
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<td>ITAG</td>
<td>International Tertiary Academic Group</td>
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<td>ITO</td>
<td>Industry Training Organisation (New Zealand)</td>
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<td>IWGYP</td>
<td>Interagency Working Group on Youth Programs (USA)</td>
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<td>Informal Youth Training Committee (England)</td>
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<td>Languages Other Than English</td>
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<td>OECD</td>
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<td>Office for Youth (Australia)</td>
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<td>OGYI</td>
<td>Office of Global Youth Issues (USA)</td>
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<td>OSSD</td>
<td>Ontario Secondary School Diploma</td>
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<td>PIT</td>
<td>Phillip Institute of Technology (Melbourne)</td>
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<td>RMIT</td>
<td>Royal Melbourne Institute of Technology, known as RMIT University</td>
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<td>RPL</td>
<td>Recognised Prior Learning</td>
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<td>Registered Training Organisation</td>
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<td>State College of Victoria, Coburg</td>
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<td>STI</td>
<td>Sexually Transmitted Infections</td>
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<td>TAFE</td>
<td>Technical and Further Education (Australia)</td>
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<tr>
<td>TYCCWA</td>
<td>Texas Youth and Child Care Worker Association</td>
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<tr>
<td>UCAS</td>
<td>University Colleges Admissions Service (United Kingdom)</td>
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<td>UWS</td>
<td>University of Western Sydney</td>
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<td>VE</td>
<td>Vocational Education</td>
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<td>VLE</td>
<td>Virtual Learning Environment</td>
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<td>VU</td>
<td>Victoria University</td>
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<tr>
<td>VYF</td>
<td>Positive Pathways for Victoria’s Vulnerable Young People/Vulnerable Youth Framework (Victoria, Australia)</td>
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<td>WAYC</td>
<td>Warwickshire Association of Youth Clubs (England)</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>WBL</td>
<td>Work-Based Learning</td>
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<td>WCC</td>
<td>Working with Children Check (Victoria, Australia)</td>
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<td>WelTec</td>
<td>Wellington Institute of Technology (New Zealand)</td>
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<td>WIL</td>
<td>Work-Integrated Learning</td>
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<td>YANI</td>
<td>YouthAction Northern Ireland</td>
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<td>YCNI</td>
<td>Youth Council Northern Ireland</td>
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<td>YDSA</td>
<td>Youth Development Strategy Aotearoa</td>
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<td>YMCA</td>
<td>Young Men’s Christian Association</td>
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<td>YWA</td>
<td>Youth Workers’ Association (Victoria, Australia)</td>
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<td>YWCA</td>
<td>Young Women’s Christian Association</td>
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ABSTRACT

Youth workers require a sound knowledge and understanding of both the practical and administrative skills required to successfully address the multitude of scenarios they face daily in their work with young people. Understanding the impact of economic, historical, political and social drivers ensures the education and training provided to youth work students sees them properly prepared for their careers in youth work. Current courses offered in Australia tend to favour training youth workers in either competent skills (VE) or academic capabilities (HE) whereas overseas students must be competently capable upon graduation.

That Australian HE youth work students are not acquiring the same skills as those of their VE and overseas counterparts led to an investigation into what would be necessary to ensure they aligned with their overseas colleagues. An in-depth examination of historic and current Australian HE youth work programs identified significant changes in curriculum delivery when training passed from private providers to the formal tertiary system in 1977. In 2016, HE youth work programs have a greater theoretical emphasis than those overseas with less than ten per cent of each delivery plan allocated to the active participation of students with youth organisations in their practicum. In comparison, HE and VE youth work programs in Canada, New Zealand, the UK (England, Northern Ireland, Scotland and Wales) and the USA dedicate between 33 and 50 per cent of a student’s study time to this important aspect of their studies. Interviews with recent graduates and youth work agency representatives provided valuable information about what was involved in each program and what they believe is currently missing from the youth work curriculum. Training providers outlined what currently accounts for a youth work program.

In an attempt to address this anomaly, a new model for youth work education in Australia was created based on the information gathered from the overseas case studies and an analysis of ABS census data (2001, 2006, 2011) as well as other current world and Australian data regarding youth issues, providing an insight into what are the current issues for young people and what the emerging trends are.

The merging of the data gathered was utilised to develop a new model of youth work preservice training for Australia. Consisting of 20 core units, ten electives and 780 hours of practicum delivered over the three years of the degree (Year 1:240 hours, Year 2: 240 hours, Year 3: 300 hours) it included courses about the family, refugees, health and well-being and the new technologies which reflected the data gathered earlier in the research process.

Appraised by 12 Australian and international youth work reviewers, the new model for Bachelor of Arts (Community Youth Work) was deemed to be a good balance of theory and practice which would ensure that youth work graduates would be work-ready upon graduation with the necessary essential knowledge and competencies required of new youth workers. All of the appraisers believed the proposed degree has a strong vocational basis, which is demonstrated through the practical application of the theory learnt, was highly
regarded by the appraisers who commented on the fact that this is not often the case in a HE degree, particularly in Australia.
CHAPTER ONE
YOUTH WORK EDUCATION: SETTING THE SCENE.

The overall aim of this research study was to develop and assess a model for youth work education for the modern Australian context informed by both historical and comparative analyses of youth work programs delivered in Australia and comparable countries, namely, Canada, New Zealand, the United Kingdom and the United States of America. A demographic and social profile of young people in Australia was also conducted for the purposes of analysing their changing profile and identifying the needs of Australia’s young people in 2016. A new model of youth work training was developed on the basis of these analyses. The final step of the research project was an appraisal of the model by a network of youth work educators and professionals drawn from around the world.

All of the data used in this study were accurate as of 31st December 2015.

1.1 THE MOTIVATING FACTORS BEHIND THE RESEARCH PROJECT

The researcher’s own knowledge of and expertise in the youth work training sector were the starting points for the project, being the Vocational Education (VE) Youth Work Coordinator for eight years at RMIT University, one of Australia’s five dual tertiary sector learning institutions and the first higher education (HE) institution in Australia to offer a youth work education program beginning in 1977. The researcher was responsible for equipping students to work with young people within the Australian context. This included the delivery and assessment of the various versions of the nationally accredited Certificate IV in Youth Work and the Diploma of Youth Work, delivered since 2008.

In 2011, the researcher was seconded to work full-time in the University’s HE Youth Work department during a time of academic and administrative turbulence, having delivered a course the previous year because of these issues. The experience of teaching first and third year university students during that time led to questions concerning how many would graduate with the necessary skills to succeed in the field. That they were knowledgeable was not in doubt; the ability to apply that knowledge in practical youth work situations was.

Many issues arose in comparing and identifying the similarities and differences between the two tertiary educational formats. A personal challenge and the seed of this research grew as the researcher sought to understand and improve upon what she encountered, taught and witnessed in both the HE and VE sectors. Comparing the requirements and outcomes expected of youth work graduates highlighted the substantial differences in knowledge acquisition and the practicum focus of the two sectors. Studying in either a practical vocational or academic higher education system, HE students complete 24 courses over three years of study, of which two are specifically related to work placement and are delivered in semesters four and five. However, it is possible that a student may not come into contact with a young person until their final semester of study if a theoretical project is undertaken in
the second year and timetabling and placement availability push the final course back into semester six.

Accounting for a total of eight per cent of their study time, this contrasts dramatically with their VE counterparts at the same university who dedicate 20 per cent of their one-year program and six or eight units, depending on the qualification, to work placement. These highlighted significant differences with the researcher’s then limited overseas experiences where students in equivalent qualifications in Canada, New Zealand and the United Kingdom spend between 33 and 50 per cent of their programs working directly with the youth people.

The relative failure of the HE program to engage with the youth work field as was customary in the VE sector was surprising. Ongoing contact with the youth work field necessary for providing currency and validation to VE qualifications was overtly missing from the HE undergraduate degree. For example, the twice-yearly Participatory Advisory Committees (PACs) required in University programs, where staff meet formally with local industry representatives to discuss current issues and trends within the field and their impacts upon practice were sporadic at best during the researcher’s time working with the HE team.

The lack of industry engagement became particularly pertinent when conversing with youth work agencies around the globe who constantly spoke of the inability of recent graduates to undertake practical tasks in the work space such as completing required forms, writing emails and funding applications or using basic computer programs such as Excel. A student’s ability to converse professionally with colleagues was also called into question. Industry openly wondered what students were learning while academics ‘spruiked’ the relevance of the theory that students would learn and how that knowledge would make them better workers. The researcher identifies a gap between industry and academia that continues to widen with the student and graduate located somewhere in the middle on a sliding scale.

The researcher first liaised and worked with international youth work educationalists in 2010 when identifying suitable partners in the United Kingdom for an overseas study tour in 2011. An active interest and mutual sharing of opportunities regarding what was occurring in Australia with those internationally led to conference invitations, numerous speaking engagements and the opportunity to represent Australia on the Federal Council for the Federation of International Educative Communities (FICE). While broadening the researcher’s experience and understanding of what was occurring overseas, she became further interested in the parallels and variations in youth work education and practice and how these could be utilised to strengthen Australian student outcomes in youth work education.

It quickly became obvious to the researcher that this was the first time anyone had attempted to undertake an international comparison of youth work training through the examination and assessment of current youth work courses and their historical contexts. Previous comparisons of youth work programs identified in the initial stages of the research included local evaluations conducted in Australia for the purposes of identifying student outcomes and the
educational requirements of youth workers in Australia (Hamilton-Smith & Brownell 1973). As a result, a worldwide enthusiasm and interest in the findings of this research has been generated within the countries included in the study and beyond.

Thus the drivers for this research were as follows:

1. The changing nature of youth work and its impact upon the associated programs being delivered:
   i. Youth workers in the 21st century
   ii. Defining ‘youth’
2. The impact of the changing youth scene on the content of Australian youth work educational programs
3. The similarities and differences between the HE and VE outcomes in Australia and the implications for youth work graduates
4. The different practicum requirements of the two tertiary sectors of HE and VE in Australia in comparison with overseas courses
5. The quality of students both on entry and at the completion of their course in both educational settings

The following section provides a detailed examination of these drivers before outlining the four research questions and methodology.

1.1.1 The Changing Nature of Youth Work

1.1.1.1 Youth Workers in the 21st Century

What a youth worker is and does might appear to be obvious. However, the disciplinary and practice boundaries are far from clear due to political and social shifts which have impacted directly upon the youth sector over time (Smith 2013, White, Omelczuk and Underwood 1991). Professional and research literature fails to answer clearly what youth workers actually do (Davies 2005, Ingram & Harris 2013, Smith 1988, Wisman 2011). Some writers advocate integrating young people into their community (Martin 2002); for others, it is about providing informal education (Banks 1999, Batsleer 2008).

Smith (2013) maps the beginning of youth work in England to early in the 19th century, starting with the work of volunteers who established Sunday schools, ragged schools and young men’s associations for the purposes of helping poor children and young people access an education that would otherwise have been unavailable to them. This evolved in response to a growing concern about the ‘problems facing young men and women’ found in the newspapers of the day (Smith 2013); youth became a group to be concerned about. Utilising education, recreational activities and sport, the establishment of youth institutes and clubs followed in the 1850s with uniformed groups, such as the Boys Brigade, being formed in the early 1880s. Smith (2013:2) asserts there are five key elements common to all youth work practice:
1. Young people are the focus of the work
2. Young people voluntarily participate in the process
3. Youth work fosters association, relationship and community
4. Youth workers are friendly, accessible and responsive to young people while acting with integrity
5. Youth work is concerned with the education and welfare of young people.

The diverse nature of the sector today has, however, been complicated by the perennial ethical issues of confidentiality and balancing the autonomy, control and self-development of young people with the ideologies, needs and requirements of government funders, boards and other responsible agencies (Bowie 2005, Davies 2012, Jeffs 2015, Ord, Moustakim & Wood 2012). A greater emphasis in the 21st century on the completion of paperwork and the meeting of targets sees a change towards a “… focus on services for youth rather than (a) youth service” (Smith 2013: 10).

Numerous job titles in every country, including Youth Therapist, Family Care Manager, Youth Development Facilitator, Housing Support Worker, Indigenous Youth Worker, Residential Care Worker and Youth Alcohol and Other Drugs Worker, highlight the complexity and variety of the roles now available (White et al 2009). All have the common element of working with young people although each has different settings, work hours and program outcomes (Smith 2013). However, none of the many job titles clearly indicates what each role entails, unlike a teacher or a lawyer whose role is instantly recognisable and understood in regards to function and purpose.

This in turn has implications for the education and training of those working in the youth sector as youth workers require a sound knowledge and understanding of the cultural, economic and political factors which impact upon the daily lives of the young people in their care and the diverse communities in which they reside. By providing this, there is a greater likelihood of youth workers successfully addressing the multitude of scenarios they can face in their daily practice.

1.1.1.2 What is youth work?

Before the creation of a suitable curriculum that provides the foundation for the numerous employment possibilities and settings available to youth workers can occur, two interconnected questions need to be answered - “What is it that youth workers are aiming to achieve through their work?” which leads on from the more important question “What is youth work?” Finding a definitive answer to these questions has never been an easy task for the youth work sector which continues to struggle to define what it is that it actually does. This has led to an ongoing confused debate, generating both consensus and disagreement.

There is a general agreement amongst most writers as to the key principles of youth work. As discussed in the previous section (1.1.1.1), Smith (2013) determined youth workers to be
friendly, accessible and responsive to young people while acting with integrity, naming five key elements of youth work he believed to be common across youth work practice: (i) young people, (ii) the focus of the work, (iii) participate voluntarily in the process which fosters association, (iv) relationship and (v) community (Smith 2013:2).

Mckee, Oldfield and Poultney (2010:7-8) agree, writing that good youth work “… develops the ability of young people to think for themselves and to act for others”. They go on to discuss how youth work has “…traditionally been a partnership with young people” in a range of settings which requires the three necessary components of (i) achieving outcomes related to young people’s personal and social development, (ii) methods which include the extensive use of experiential learning and (iii) voluntary engagement with skilled adults (Mckee et al. 2010:11).

Ord (2016:14) believes that “… integral to the principles and practices of youth work is a belief in the importance of the role … (which is) the key that unlocks the potential of the young person” and lists the fundamental aspects of youth work as:

- Self-respect and self-determination
- Conversation involving adult-to-adult communication
- The incorporation of participating principles and practices
- Being with young people and not ‘acting on them’
- Devolving and negotiating ‘choices’ concerning content, structure, focus and purpose
- Building relationships
- Allowing the development of a process and not pre-determining outcomes (Ord 2016:96).

One important aspect missing from Ord’s list is the notion of voluntary participation, acknowledged by most writers to be a central tenet of youth work, believing that in the 21st century, this is “not a necessary condition of youth work (sic)” (Ord 2016:89). Recognising that many youth workers today “… are increasingly finding themselves being asked to work in situations where the young people have not accessed the provision voluntarily” (Ord 2016:88), Ord highlights that youth work has moved on from the youth club setting where young people came to meet friends and participate in a variety of leisure and social activities that were provided for them (Jeffs 2015, Smith 1998). Rather, the now common targeted-work of the 21st century, sees youth workers interacting with specific groups such as refugees and recent migrants, young mothers, the socially isolated or disenfranchised as opposed to ‘youth’ in general.

Agreement exists that youth work involves working with young people; however, this is where the agreement ends. Partly because, as White, Omelczuk and Underwood (2009) and others (Grogan 2004, Quixley & Doostkhah 2007) correctly point out, a simple definition such as this could apply to any number of professions including teachers, the police and social workers. Taking this argument further, and drawing on the work of Ewen (1983), Maunders (1984) and others (Westhorp 1988, White 1990), White et al. (2009:7-8) believe the confusion is partly due to the historical development of the
sector over the 20th century which saw the practice base shift from a recreational focus at the beginning of the century to welfare issues in the middle and specific social issues, such as youth unemployment, homelessness and poverty, drugs and harm minimisation and cyber bullying, at the end of the century.

The confusion continues, according to White et al. (2009:9), because today, although youth work is more often associated with community development concerns, for funding and policy purposes, practice occurs within the context of the welfare system. Grogan (2004:11) believes this is because the youth sector has been ‘significantly affected’ by public policy changes that have occurred since the 1980s which saw the sector greatly impacted upon by the privatisation of the public sector, the introduction of competitive tendering, the casualisation of the workforce and the adoption of managerial practices within the private sector.

Agreement can also be found in aspects of national definitions of youth work created to suit local contexts. For example, in Scotland, after extensive consultation with the youth sector, the role of youth work is to build young people’s self-esteem and self-confidence, and help them to manage their personal and social relationships while developing new skills and learning. Youth workers, who are partners in the learning process, must encourage positive group atmospheres and build the capacity of young people to consider risk, make reasoned decisions and take control while developing a ‘world view’ (YouthLink 2009). According to the Australian Youth Affairs Coalition (AYAC), youth work is “… a practice that places young people and their interests first… is a relational practice where the youth worker works alongside the young person in their context… (and) an empowering practice that advocates for and facilitates a young person’s independence, participation in society, connectedness and realisation of their rights” (AYAC 2013:3).

Individual writers offer their view, beginning with Sapin (2009:221) who defines youth work as “Working with young people to develop enjoyable activities that address their expressed needs and interests in a voluntary relationship based on mutual respect”. In contrast, White et al. (2009:9) believe that youth work is unique because it focuses on the multiple needs of the young person concerned rather than one facet only, the content of the work undertaken varies considerably between clients and there is an identification, amongst the workers, in regards to a specific field of practice. Jeffs and Smith (2010:1-3), who are strong proponents of informal education, combine these and add their own perspective, producing a definition that includes:

- Voluntary participation
- Education and welfare
- Young people
- Association, relationship and community
- Being friendly and accessible while acting with integrity.

Using Baizerman’s argument that youth work is a ‘family of practices’ rather than a single model, Banks (2010:4-5) argues that it is not possible to truly define youth work because it flows across the spectrum of work that is universally accessible and open to all at one end
through to specialist, targeted-work designed for a specific purpose, at the other, and all points in-between.

Quixley and Doostkhah (2007) and Smith (1988:51) agree, with Smith stating that the inability to define youth work is because it is “… different and competing forms of youth work rather than a single youth work (model) with commonly agreed characteristics”. Jeffs (2015:11) believes this is because youth work is “… remade every time the social context and young people’s needs change”. Smith (1988) confirms this argument, dividing youth work into three categories of practice, with six broader traditional practices:

- Organic youth work – social and leisure work
- Movement-based youth work – politicising, character building and rescuing
- Professionalised youth work – personal and social development and welefaring.

An ongoing debate that may never end, it is important to understand how these similar and opposing views about and from within the youth sector can shape the proposed curriculum of the new model that was developed. As Sercombe (2009:118) states, there is an “… enormous variety of contexts for practice, personal and professional ideology, and organisational structure that makes the establishment of common action (and educational and training options) so difficult”. Students will encounter these during the practicum component of their studies, and quite possibly during their formal studies as well. Consequently, all of these need to be taken into consideration, along with the matching of theoretical and practical knowledge and skills so that youth work students are properly prepared for employment upon graduation.

1.1.1.3 Youth work - a profession or not?

The inability of youth work to clearly define itself has led to significant issues around professional recognition, image and identity by other professional groups (McCready & Morgan 2014).

Kousourakis (2005:44) notes that social work suffered from the same dilemma due to the collective inability of the group to clearly define what it was that social work was about. Creating tension as a result, Kousourakis (2005) believes this was due to the fact that the knowledge base and skills, the key element that determines a professional group (Deverell & Sharma 2000, Elton 1982, Freidson 2001, Fournier 2000, Malin 2000), associated with social work can be claimed and undertaken by a number of other professions which means that it is not unique to social work at all. Youth work suffers from the same criticism and may be perceived as being underpaid work that anyone could do (Kousourakis 2005:44). The criticism that youth workers are glorified babysitters and other negative dismissals draws attention to what many youth workers encounter professionally because their expertise and knowledge is not recognised by other professions (Deverell & Sharma 2000, Grogan 2004, Sercombe 2004).
But does youth work meet the criteria of being acknowledged as a profession which, according to Professions Australia (2016), is

“... a disciplined group of individuals who adhere to ethical standards ... are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and ... are prepared to apply this knowledge and exercise these skills in the interest of others ... a code of ethics governs the activities of each profession (which) ... define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues ... enforced by the profession and are acknowledged and accepted by the community.”

Bessant (2004:28) would say yes, arguing that youth workers are a skilled, proficient, trained, learned and adept group of people (Brown and McCartney 2000:181) which meets the criteria of being counted as a profession. That is, youth workers participate in professional practice that is based on a unique body of knowledge with a skill base which workers learn through a prolonged, specialist tertiary education program that is founded on scientific research and knowledge, has a code of ethics, is professionally accredited by a professional association and is altruistic in its outlook and serves the public interest (Freidson 1994, Freidson 2001, Harte 2016, Kousourakis 2005, Larson 1997:x, Parsons 1954, Sercombe 1997, Toren 1969).

Grogan (2004:10) argues against this, acknowledging that, although by the mid-1980s youth work did exhibit the necessary criteria to be considered a profession, it has since lost that status. This was because during the 1970s and early 1980s the Youth Workers Association (YWA), founded in 1967, had successfully implemented all of the necessary requirements of a profession, as stated above, and had represented and secured youth workers throughout Australia better pay and working conditions (Maunders 1999). It ceased to operate in 1982 (Maunders 2009).

The reasons Grogan (2004:10) gives for the decline of youth work as a profession since the 1980s includes the sporadic development of the sector since that time which has made it difficult to meet the sector’s needs citing ‘the provision of professional-level training being insufficient as the major concern, a variable service in regards to its quality and effectiveness and the absence of a professional association.

Since Grogan’s (2004) article That Old Chestnut was published, various attempts to reestablish professional associations for the youth sector in Australia have been attempted at the State level. Victoria now has a more recent version of the YWA (YWA 2016) but it struggles to gain significant momentum and recognition with youth workers within the State due to a variety of reasons, including bias from within the sector itself; Youth Work WA (2016), set up in 2007, has experienced greater success and continues to grow.
The reasons for why there has been limited success to date are varied and contrary to the fact that the majority of youth workers agree that the reestablishment of a professional association would be more than beneficial for the sector. This would include the ability to undertake accreditation of youth work programs as is occurring in Canada (Stuart et al 2012).

Maunders (2009) and Sercombe (2009) believe the conditions are there yet it is because Australian youth workers are unable to come to a consensus as to what ‘professional’ youth work is that it has not been successful in recent times. This has been reasoned to be because of the ‘considerable variations in terms of the profile and activity of practitioners’ (White et al. 2009:10), which sees work undertaken in a multitude of settings including schools, juvenile justice, residential care, detoxification and rehabilitation units and youth centres, to name but a few (Jeffs and Smith 1987). Further complicating the matter, the focus of the work undertaken in each space is informed by any number of further variables including the organisation involved, the funding focus and the age and background of the clients. The reluctance of practitioners to define their practice for fear that it may restrict that work must also be added to the argument which further complicates the issue (White et al. 1991).

McCready and Morgan (2014:14) talk about youth workers acknowledging that they are not progressing as a profession due to issues relating to professional recognition, image and identity. Bessant (2009:100) agrees, having identified the ability to develop a distinct and confident professional identity that includes relatively secure and attractive career prospects as the number one challenge facing the sector. In the United Kingdom, the matter of professional status for the sector has declined sharply over recent years due to significant cuts to services caused by the Government’s austerity measures implemented since the Global Financial Crisis of 2007. Requiring a B. Hons in Youth Work to gain the status and associated benefits of pay and working conditions, ‘professional’ youth work are no longer guaranteed of securing employment at this level as services struggle to stay open and employ whom they can afford rather than what fits best practice (Unison 2014).

So can youth work be considered a profession in the true sense of the word? Parsons (1954) identified ‘real’ professionals as doctors and lawyers because of their ‘technical competence’ of a recognised body of knowledge which is formally taught at tertiary institutions over a prolonged period of time. Authorities in their field of expertise who are there to serve their clients (Parsons 1954:35), they speak a specialised language, or jargon, that ‘mystifies’ the everyday processes to those outside of the profession. They are also registered by a professional association which ensures that all clients are served by properly trained and qualified professionals who work to an endorsed Code of Ethics and are subject to the discipline of fellow professionals through the threat of deregistration if the Code is not adhered to (Sercombe 2009:78).

in its own right, uniting society like never before and thus an integral factor of modern capitalist society.

Receiving the basic theory and concepts that will guide their discretionary judgement in the workplace (Freidson 2001:95), youth work students are taught over a prolonged period of time in tertiary educational institutions by those who teach the necessary theory and abstract concepts, up-to-date knowledge and skills. They also engage in research and scholarship ‘… to codify and refine what is already known and … develop new knowledge and technique to extend the old’ (Freidson 2001:97, Harte 2016, Kousourakis 2005, Larson 1997). The knowledge is credentialled, ranging from certificates to degrees, obtained from post-secondary establishments or organisations that do not partake in manual labour (Larson 1997, Macdonald 1995).

Practical training while studying is negotiable, unlike for those who learn the traditional crafts or are technicians who undertake some theory and abstract concepts but their learning is largely practical in nature (Freidson 2001). As discussed in 1.1.4 The Concept of Work Integrated Learning (WIL) this notion is changing in the 21st century as universities are realizing the importance of incorporating work placements into degrees. Macdonald (1995:134) reinforces this, stating that knowledge is the most important criterion as practice is based upon it. Yet practice can be seen to devalue knowledge, thus casting doubt on one’s professional standing (Macdonald 1995) which could be perceived as an issue for youth work although Goodlad, Pippard and Bligh (1982:74) believe that practice “… prevents study drifting into meaninglessness”.

One point of dispute that could be offered in regards to youth work being considered a profession relates back to Friedson’s (2001:97) comment that those who provide the knowledge are credentialled members of the professional association who devote themselves on a full-time basis to teaching. In Australia this may not be the case and relates back to the inability of the sector’s uptake of the associations that are available. More often due to personal than political reasons, currency within the sector is more likely to be gained through research or work practice, both of which are often determined to provide the necessary authority to teach, as is the case for vocational programs.

Another concern is that a qualification is not required to work within the youth sector in Australia. This would return to the argument that anyone can undertake the work and so it is not a specialised occupation. To counter this the sector is doing its best to self-regulate requiring some form of qualification, often a diploma, as the minimum (Newling 2014), as well as a push for professional recognition from the regulatory authorities, a necessary component for being deemed a profession (Toren 1969).

It is hoped that the establishment of an international youth worker association will support the cause, which became a closer reality when, in March of 2016 at the Commonwealth’s Second Youth Conference, held in Pretoria, South Africa, a working party of eight member countries was established for the purpose of beginning the necessary work required. Gaining
recognition as a distinct professional category in national policy within the Commonwealth, this process brings together the “collective strength of youth work practitioners … (to) … define the parameters of their profession” (Belton 2012:5) and provides the sector with an authority and influence that has been denied in many countries, including Australia.

Another important aspect that goes towards creating a professional identity is a Code of Ethics which the Youth Advisory Council of Victoria (YACVic) (2007:6) defines as

“… a document developed in order to provide an agreed framework and set of values for professional practice. It provides a frame of reference in which to develop ethical and safe practice.”

Describing a code of ethics as ‘a live document’ that constantly needs to be reviewed (Sercombe 2009:63), they form standards of trust (Freidson 2001) between the practitioner and client who can be assured that the work undertaken meets certain “… standards of behaviour within an occupational group” (Quixley and Doostkhah 2007:9, Bligh 1982, Harte 2016).

Disagreement surrounds whether codes of ethics are useful documents to have. Those who support their creation believe, among other things, that they help to clarify and articulate the core values, acceptable practice and professional boundaries of youth work (Bessant 2004). By doing this, it differentiates youth work from other occupations, highlighting its uniqueness in regards to working patterns and beliefs (AYAC 2014). AYAC (2014:5) identified 14 key principles that were common to the youth work Codes of Ethics that were in existence in Australia in 2014, which were:

- Primary client/consideration
- Social context/ecoological and structural influences
- Equity, non-discrimination and anti-oppressive practice
- Self-awareness
- Employment
- Duty of care
- Transparency
- Anti-corruption
- Cooperation
- Boundaries
- Knowledge
- Self-care
- Confidentiality
- Professional awareness and integrity.

Those against the implementation of a code of ethics do so because of their generalised nature, the difficulty in agreeing upon a set of values and that they are limited by the
interpretation of those who read them (Bessant 2004). It is also argued that it has the potential to limit membership to a particular group within the youth work sector, excluding some groups of youth workers (Quixley and Doostkhah 2007:31).

Quixley and Doostkhah (2007:18) believe this is due to a confusion that exists between ethics (unmeasurable principles) and conduct (measurable practices) and that what is usually created is not a true code of ethics. Rather, they miss the mark of what they hoped to achieve because they are either inclusive – acknowledge a range of values – or exclusive - state a single ideological position and focus on social control of the client – documents (Quixley and Doostkhah 2007:17).

Sercombe (2010:59) is very clear that he believes that a code of ethical practice is “…an aid for ethical thinking, not a substitute for it” but Quixley and Doostkhah (2007) believe that a code of ethics is there for the protection of the professionals and not the client. Sercombe (2010) would not agree, believing that a code of ethics helps to establish a profession’s identity that is recognisable to both the sector and those outside of the occupation (Bligh 1982, Harte 2016).

The last identity tag of an association is its altruistic nature which youth work certainly has. However, Macdonald (1995:134) argues that this could undermine the professional standing of youth work in that it emphasises ‘caring’ as part of its occupational duty, a task that everyone undertakes within the family context. Limbery (2000) calls this inter-determinacy, and sees it as a central problem of the professionalism of all community care work because work in this field relies upon professional judgment to assess the form of intervention required. Bligh (1982) describes this professional activity as necessary because it is the application of the original body of knowledge against the code of professional values derived from the client’s needs. More an exercise of professional knowledge, an element of judgment is required which is less likely to be open to routine and inspection which empowers the occupation.

Based on the arguments presented here youth work can argue that it is a profession, though Fournier (1999: 280) quotes Wilensky (1964) who predicted that professionalism would eventually embrace every occupation with some claim to specialised knowledge or practice.

Youth work has a body of specialised knowledge that is taught over a prolonged period of time in a tertiary institution. It also has a code of ethics that is taught to students to ensure they adhere to the ethical work practices the sector has set itself and there are associations which are working towards ensuring that the daily practice of professions remains altruistic and ethical. However, it is important to remember that being professional

“... involves a lot more than the addition of professional skills, knowledge and ethics. It involves deep-seated changes in attitudes to work, self and other workers in the occupation which, if professional socialisation is successful, must be expected to operate
1.1.1.4 Defining ‘Youth’

The American psychologist G. Stanley Hall (1846 - 1924) created the term ‘adolescence’ to describe the uncontrollable biological changes which were said to be inevitable at this time in their lives. Termed a time of ‘storm and stress’, Piaget (1894 – 1980), Erikson (1902 – 1994), Kohlberg (1927 – 1987) and others continued this work, describing an adolescent’s search for his or her identity and the accompanying uncertainty (Berger & Berger 1981).

Berger and Berger (1981: 241) drew upon the work of Musgrove (1964) when they further observed that “the adolescent was invented at the same time as the steam engine” during the latter part of the 18th century, a by-product of the Industrial Revolution. The introduction of compulsory education and legislation concerning child labour at this time segregated children and youth from the ‘serious activities of economic and political activity’ until they were spending more time with each other than with adults (Berger & Berger 1981, Kehily 2007). Now an economic force in their own right, the differentiated social group of young people can be further divided into smaller sub-groups, each of which possesses its own cultural stamp including dress, language, music, ornamentation, personal appearance and rules (Crotty 1998, Berger & Berger 1981, Jones, Bradbury & Boutillier 2011, Sargent 1983).

However, there is no global consistency as to what ‘youth’ is and yet White, Omelczuk and Underwood (1991) correctly state that age is a definitive criterion for youth work. Generally, this ‘… age-bound state in life … commonly seen as socially significant and psychologically complex” (Kehily 2013: 15-16), varies around the world across a moving scale of 0 – 39 years of age.

The United Nations defines young people as those aged between 15 – 24 years (United Nations Youth 2014) while in the state of Victoria in Australia, Positive Pathways (the Victorian Government youth policy introduced in 2010), increased the age range for young people from 12 – 25 years to 10 – 25 years of age. The Australian federal and other state government administrations work with the 12 – 25 age range. Finland’s youth become adults at 29 and in Canada youth workers care for children and young people aged between 4 – 18 years, though the Canadian government defines youth as any person between 15 - 30 years of age depending on the department and organisation involved (Doucette 2010).

1.1.2 The Government’s Growing Responsibility

This confusion impacts directly upon the services provided and their beneficiaries. In England it is argued that the age range of youth programs has been dramatically reduced due to the shift in funding over time to a more targeted approach. The traditional drop-in centre, as advocated in the Albemarle Report (1960), was designed for those aged 14 - 20 years, yet commentators, such as Ord (2012), note that those as young as eight could participate. This
has been subsequently replaced with today’s focused and specialised programs for at-risk 13-19 year olds who need ‘specialist intervention’ to help them establish their self-esteem and put them on the ‘straight and narrow’ (Ord 2012).

Nor are government youth work departments positioned administratively in similar ways. In Australia, federal youth policy is managed by the Department of Education, Employment and Work Relations (DEEWR). In Victoria the Department of Health and Human Services (DHHS) is responsible for young people in Victoria; this houses the Office for Youth as well as child protective services. In the state of Queensland, child protection is managed by the Department of Communities, Child Safety and Disability Services. In New Zealand, youth services are located within the Ministry of Youth Development while the United States has two agencies at the federal level responsible for the young people who make up one third of the American population: the Interagency Working Group on Youth Programs (IWGYP) and the Office of Global Youth Issues.

In the UK, the current push towards devolution has meant that each of the four nations has been charged by the UK government with the responsibility of developing and delivering their own education and youth policies. Hence, and not surprisingly, this has resulted in somewhat different administrative responses as each nation has allocated this responsibility to a different government department. In England this job was transferred on 3 July 2013 to the Cabinet Office from the Department for Children, Schools and Families (DCSF), where it had been administered for over a hundred years. In Scotland, the Department of Education and Lifelong Learning has been charged with this task by the Scottish Executive. The Welsh Assembly has given the Department for Children, Education, Lifelong Learning and Skills the responsibilities, while in Northern Ireland the Department of Education is responsible for the outcomes of its youth programs.

The lack of clarity as to what youth and youth work involves is increased by the fact that much of the recent literature in youth studies, together with the content of funding applications, represents young people more often from a deficit perspective, a problem to be dealt with, at high risk and requiring urgent help to normalise their wayward behaviour to eventually become effective citizens (Belton 2009, Bessant 2004b, Clark 2007, Ord 2012). A quick inspection of the daily papers highlights how ‘youth’ continues to provide staple copy for the media with reports on how youth problems such as binge drinking, poor self-image, drugs, bullying and violence impact negatively upon the lives of young people and the broader community (Barham 2006, Belton 2009). Academic book titles designed to support those in the field, such as At Risk Youth (McWhirter, McWhirter, McWhirter & McWhirter 2007), Youth Crime and Justice (Goldson & Munice 2015) and Teenagers, Alcohol and Drugs (Dillon 2009) reinforce this pessimistic view of youth while Cahill and Ewen’s 1987 monograph, Ethnic Youth: Their Assets and Aspirations for the Department of Prime Minster and Cabinet was optimistically titled.

This negative image clearly does not apply to the majority of young people who all have their assets and aspirations (Cahill & Ewen 1987). Nor does it reflect the strengths-based
approach of positive youth development that the majority of practitioners around the world employ daily in their practice, supporting young people to utilise their personal strengths to become confident and self-sufficient in their everyday relationships and activities.

Another development is that, despite the growth in work-related possibilities, the occupational horizons for the scope of youth work education have narrowed substantially over the past 30 years with the removal of recreational activities from the offerings to match the funding focus on at-risk youth. This is reflected in the courses delivered in Australian youth work programs today which have little if any sport, craft or hobby activities included in the curriculum in contrast to programs offered until the late 1970s and early 1980s. Victoria University in Melbourne’s western suburbs would be an exception as in 2012 it addressed the issue with the delivery of a new dual award, the Bachelor of Youth Work/Bachelor of Sport and Recreational Management.

The reintroduction of appropriate skill-based subjects such as group work is occurring, an important element in all youth work courses offered before the late 1970s, although in a much more contained capacity today than previously. For example, the 2013 Australian Community Services Training Package, after a six months’ national consultation process with the youth sector, identified Planning and Conducting Group Activities as an important require if they are to successfully work with young people. It was subsequently included as one of the 14 core units of the Certificate IV in Youth Work and one of the 17 core units of the Diploma of Youth Work in their latest versions. In contrast, in overseas sites, group work was retained but integrated into other subjects due to its perceived importance when working with young people.

Administration, management skills and youth counselling, all integral subjects throughout every program delivered since training began in the 1940s, are yet to be returned in some consistent way to any of the pre-service youth work qualifications that make up this research study. Rather, the focus of Australian pre-service education and training in 2016 tends to be either very strongly theoretical, emphasising the sociological and psychological aspects of youth work that Australian universities shifted youth work curriculum to when they gained control from the 1970s onwards, or vocationally orientated competency-based learning.

1.1.3 The Similarities and Differences between Higher and Vocational Education in Australia

In 1988, a major restructuring of Australia’s tertiary education sector led to the merger of all universities and colleges of advanced education and the simultaneous introduction of competency based training to the vocational sector (Moodie 2003, Waters 2005, Wheelan 2008). This was a result of intense industry lobbying of the government in an effort to address the critical skills shortage that industry had identified, which included the primary and secondary school systems’ inadequacy in meeting those skill requirements. This led to the creation of nationally accredited Training Packages with competency standards (Chappell 2004). Within four years the process was formalised and an agreement was reached between
the Commonwealth and all State and Territory governments to legislate a set of national training arrangements. The result was industry defined occupational standards written against nationally recognised qualifications that were located in national Training Packages (Chappell 2004, Smith 2007b, Waters 2005, Youth Affairs Council of Victoria 2004). Designed to balance “… the growing demands of training orientated to corporate needs” (Smith 2007:2), the curriculum was to be taught by industry experts who would draw on ‘an accumulated bank of valuable knowledge... organised for the purpose of instruction” (Smith 2007b:36-37).

The unintentional outcome was the further widening of Australia’s tertiary sector with higher education responsible for “… the pursuit, preservation and transmission of knowledge” (Moodie 2003:45) often, though not always, relating to a profession while the Technical and Further Education (TAFE) sector was relegated to providing industry skills through competency–based training in the form of short-term vocational qualifications particular to an occupation (McEwen & Trede 2014, Waters 2005, Wheelan 2008). Funded differently, the States and Territories became financially responsible for vocational education although the curriculum and qualifications were created nationally in consultation with industry, a situation which continues today. Compliance requirements continue to be set by the relevant State and Territory governments and cover a multitude of areas including reporting about student attendance, ensuring teacher currency, the provision of teaching and assessment strategies and curriculum outcomes. The scene in HE is significantly different, receiving federal funding and without the compliance issues that haunt vocational administrators as the development of qualifications is the sole responsibility of the lecturers delivering the programs with no requirements for outside validation in 2016 (Gabb & Glaishner 2006).

The structure of the curriculum reflects this difference between the two sectors. Each VE qualification, including youth work, comprises a number of units, each with its own essential knowledge and skills deemed necessary by the relevant industry, to perform the job competently. Divided into various elements with associated performance criteria, they incorporate each industry’s implementation guidelines and assessment details and recommendations for active learners through authentic activities. In order to pass, students must demonstrate their competence to perform each set task successfully. In contrast, HE students work towards achieving learning outcomes and demonstrating that they are able to apply the knowledge they have been given to academic questions and situations as determined by the Course Coordinator.

Classroom settings also differ greatly. Often involving much smaller numbers, Temple (2001) describes VE as outcomes-based, giving grounding in the practice of a skill or subject and is student orientated, meaning that VE students are responsible for what they know and how they come to that knowledge. HE, on the other hand, is discipline-based, concerned with abstract knowledge and aims to develop a student’s capabilities to the highest level so that HE graduates ‘know what’ as opposed to VE graduates who ‘know how’ by the end of their studies. HE students are thus often criticised for being passive learners (Burke, Marks-
Wheelan (2008) notes that because of the way the VE sector is structured, key stakeholders remain an active part of program development which has the advantage of curriculum adjustments occurring almost as quickly as changes in practice and thinking occur. As a result, programs are continuously updated and students reap the benefit, entering employment with the latest learning in the form of appropriate knowledge and skills requirements. In contrast, changes to HE programs are complicated and drawn out, taking many months to implement due to the multi-layered administrative processes associated with individual institutions.

The divide in the tertiary sector leads to another major difference between the two sectors regarding the anticipated outcomes for students upon graduation. Australian courses favour educating graduates in either vocational competencies or academic capabilities. This is contrary to overseas offerings where the concepts of capability and competency are assumed to be complementary and built into every tertiary program’s curriculum as a matter of course by higher and vocational education providers alike (Belton 2009, Emslie 2009, Gabb & Glaisher 2006, Sercombe 2007).

Henry et al. (2011) see knowledge, skills and values as the drivers of youth work training. Consequently, Ulster University’s Bachelor of Science Hons. Community Youth Work was created around these three elements with the purpose of producing highly skilled communicators who are confident, competent and self-aware individuals working in the field. Corney (2004a, 2004b) agrees that values are essential to youth work because they influence and determine how people work within the sector. The National Youth Agency (NYA) of England names the values of youth work as:

- Young people’s voluntary participation
- Starting with the young person’s view of the world
- Young people treated with respect
- Developing young people’s skills and attitudes rather than providing remedies for ‘problem behaviours’
- Helping young people create stronger relationships and collective identities
- Respecting and valuing their differences
- Promoting young people’s voices (NYA 2010).

Corney advocates a youth work educational system which highlights these values in its delivery. He does not agree that this is best done through a skills or competency-based focus, the predominant method of teaching in vocational education in Australia. Corney (2004a, 2004b, 2007, 2009) challenges the notion of Competency-Based Training (CBT) which was determined to be value neutral. CBT, as delivered through vocational education, focuses on “… the specification of knowledge and skill and the application of that knowledge and skill to
the standard of performance expected in the workplace” (Deißinger, & Hellwig 2011). Bessant (2004) also does not believe that CBT can produce graduates with the necessary vocabulary of ethical insight, skills and attributes to be competent workers.

Other criticisms against CBT hold that training in this manner is a passive supply of information from the instructors to the students (Kerks 1998, Chappell 2004, Grogan 2004, Broadbent and Corney 2008, Kemmis, Sutcliffe and Ahern 2009). Corney and others (Corney, Broadbent & Darmanin 2009, Grogan 2004) see CBT similar to imparting youth work skills to students without them receiving the necessary supporting contextualised knowledge. Kemmis et al. (2009) and Chappell (2004) agree, all discussing the problems associated with reducing the role of the teacher to that of someone who follows a formula prescribed by the Training Packages, where jobs are standardised down to technical skills that are learnt and measured against a linear, sequential process alongside predetermined criteria (Waters 2005).

And yet the definition of competence put forward by the Australian Skills Quality Authority (ASQA) (2016) would support Pike’s summation (2011), defining someone who exhibits competency as demonstrating

“The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments” (ASQA 2016:online)

While the OECD (2005:4) defines competence as

“...more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychological resources (including skills and attitudes) in a particular context.

Those who support vocational education, as delivered through the Australian vocational sector, see it to be highly interactive and challenging as the teacher actively guides and supports the learning taking place through conversations and various discourses which challenge the students’ learning (Dewey 1938, Ord 2008, Patrick, Peach, Ocknee, Webb, Fletcher & Pretto 2008, Pike 2011). Provided in actual or simulated work spaces, Pike (2011:77) calls this the EAT model: provide an Experience which creates Awareness which is cemented in the Theory of learning. Dewey, Piaget and Vygotsky would applaud students being "active agents in their own learning (and) not merely recipients of other people’s knowledge" (Chappell 2004:4). Known as constructivist or situated learning, the premise is that learners integrate the new learning with what they already know into a new context that is meaningful to them (Kerks 1998, Burke et al. 2009) which is what CBT, or vocational education achieves in 2016.

A discourse around the use of the words ‘education’ and ‘training’ could be dismissed as pure semantics. However, Corney (2004) maintains that training is a subset of education and is
one of many activities included in the process of learning. Jones and VanderVan (1990) would agree, stating that training does not produce a truly professional education at the conceptual level because it is a short-term setting concerned with immediate skills-development activities. This is in contrast to education whose characteristics they describe as long-term, generic, knowledge-based and problem-solving activities (Jones and VanderVan 1990:114).

Pike (2011) disagrees, stating that training is learning to live, as opposed to education which is traditionally about "learning to pass" whether a year of study or an exam or test and the knowledge gained in the latter is rarely able to be reproduced by students more than immediately after the required time period of examination. He believes training is about applying knowledge and skills to get results and not about knowledge alone and is more successful in the long-term because it involves the learner in the process.

In contrast, Australian universities set learning outcomes so that HE graduates are capable at the end of their studies. This began in the 1990s in response to a push from industry to ensure that graduates enter the workforce with the ability to quickly transfer generic capabilities, skills and attributes into any work setting (Chappell 2004, Orrell 2004, Waters 2005, Thomas & Day 2012). Thomas and Day (2012:209) note the term ‘capability’ is interchangeable with learning outcomes and student or graduate attributes depending on the institution concerned. Essentially the same – statements related to what a student is expected to know, understand and/or be able to demonstrate at the completion of their studies - Stephenson and Yorke (1998) describe a HE student as capable when they are able to successfully apply and demonstrate their learning of specialist knowledge and skills. Vincent (2008) takes the notion further, stating that capability is something “… through which individual competences can be applied and exploited” and Terry (2016) describes capability as the "ability to deliver an outcome… and the application of other or similar skills and explicitly allows for a talented individual to prove a potential to show their ability in the future”.

Thomas and Day (2012) describe eight capabilities that employers deem necessary for HE graduates including literacy, knowledge, the skills of communication, problem-solving, critical and analytical thinking, teamwork and collaboration, and ethical and professional practice attributes as well as social responsibility and citizenship. Waters (2005:9) termed these as a "portfolio of right behaviours, skills and knowledge”. The extent these have impacted upon guiding educational programs has not been firmly established. This could be put down to the fact that there is little to indicate what these mean in terms of work output (Chappell 2004, Thomas and Day 2012). One major criticism is whether or not there is sufficient skills development in Australian HE degrees where knowledge continues to reside primarily with the lecturer who imparts the information deemed important to the passive student in teacher-led learning (Burke et al 2009, Daniels & Brooker 2014, McLaughlin & Mills 2009, Waters 2005).
Daniels and Brooker (2014) argue that these are little more than prescribed skills-sets created for the purposes of ensuring that students are work-ready at the end of their studies. While CBT has also been widely criticised for its primary focus on the needs of the work space, the list of HE capabilities identified and the reason for their existence appears to have the same immediate outcomes as CBT. The definitions of each concept would appear to be so similar that a blurring between the two is possible.

Gabb and Glaisher (2006) believe that the two forms of knowledge produced by HE and VE are foundational to what students require upon graduation because they are ‘different and complementary’. Bowie (2004), Costley (2007) and McLaughlin and Mills (2009, 2010) would agree, identifying collaboration between the sectors as beneficial to students and industry as it fuses the professional with the academic. Youth work industry representatives who were interviewed for this research agreed, stating that recent graduates who had the practical experiences of VE and the knowledge base of HE were more effective workers and what they were looking for in regards to an employable workforce. The introduction of Work-Integrated Learning (WIL), also known as Work-Based Learning (WBL), to HE courses has been the greatest example of this, moving learning away from the full responsibility of the institute and shifting it to the learner (Chappell 2004, Waters 2005, Costley 2007).

1.1.4 The Concept of Work-Integrated Learning (WIL)

Despite the push from industry for all graduates to have the above generic employability skills deemed necessary, educational institutions are aware that they are unable to provide all of the necessary experiences that represent modern learning in the 21st century. A growing emphasis on undertaking authentic practice is not possible in the traditional learning spaces and has led to HE incorporating what has been a central premise of vocational education and practice – the utilisation of the workplace as a major centre of learning (Billet 2009, Chappell 2004, Costley 2007). Consequently, today, many tertiary institutes incorporate Work-Integrated Learning (WIL) into the student experience to help students be work-ready upon graduation (Cooper 2007, Daniels & Brooker 2014, Holm (2013a), Orrell 2004, Patrick et al 2008, RMIT 2015b, Schleicher 2014).

In an effort to address the issue, Universities Australia (2015:3) released the National Strategy on Work Integrated Learning in University Education in conjunction with a number of business partners, including the Business Council of Australia and the Australian Chamber of Commerce and Industry. This outlined a national WIL strategy comprising eight key points that:

1. Provide national leadership to expand WIL
2. Clarify government policy and regulatory settings to enable and support growth in WIL
3. Build support – among students, universities, employers across all sectors and governments – to increase participation in WIL
4. Ensure the investment in WIL is well targeted and enables sustainable, high quality experiences, stakeholder participation and growth
5. Develop university resource processes and systems to grow WIL and engage in business and community partners
6. Build capacity for more employers to participate in WIL
7. Address equity and access issues to enable students to participate in WIL
8. Increase WIL opportunities for international students and for domestic students to study off-shore.

Consequently, HE is changing its delivery methods and curriculum focus by varying degrees in an effort to ensure education today has a greater learner- and work-centred emphasis than previously. With broader vocational outcomes than the vocational technical skills of old, the acquisition of generic, soft or behavioural skills aligns more with the constructivist or situated learning theories of Dewey, Piaget and Vygotsky who advocated for the active construction of knowledge and skills by learners who would construct meaning for themselves through their experiences (Chappell 2004, McLaughlin & Mills 2010).

Chappell (2004) discusses these three theorists in some detail, highlighting that Dewey argued that education must both engage with and enhance an experience while Piaget put forward the view that human beings learn by building their own mental maps, or schema, of an experience in order to understand and respond to it. Vygotsky contended that a child’s potential to achieve higher standards is best aided by a peer or adults more knowledgeable or capable than themselves, because meaningful social interaction is necessary for learning to occur. Best achieved when the learning is grounded in everyday situations with real people, this creates a platform for integrating ways of discerning, interacting, observing and problem solving accompanied by immediate feedback (Burke et al. 2009, Chappell 2004, Costley 2007, Waters 2005). It is a combination of all three theories that allows WIL to be incorporated into HE programs, providing students the possibility to integrate the worlds of education and work.

Acknowledging that the majority of adult learning is experiential, Ord (2008) utilised Dewey’s experiential learning model to emphasise his case for the practical preparation of students for their chosen careers. Numerous writers, including Benjamin and Harrison (2007) and Hartje et al. (2008) advocate a mix of "knowledge-based" and "work-based" learning which Biggs (2003) called the creation of functioning knowledge, matching content knowledge (knowing about things) and procedural knowledge (practical and/or skills based knowledge). Patrick et al. (2008), Orrell (2004), Schleicher (2014) and Holm (2013b) agree, with the latter quoting Professor Rupert Maclean, who strongly believes that

“To become a well-rounded individual you need skills development and education that involve much more than the formal education system. It must incorporate training in the workplace … it must include long-term and short-term modalities and
opportunities at every stage of life.” Holm (2013b:12).

Industry has willingly entered this educational partnership because of the positive benefits identified for all parties. First and foremost is the advantage to students who are provided with an authentic learning space, under supervision, to practice their theoretical knowledge. Bridging theory and practice, students practically test their classroom theories in real environments with real clients under supervision (Trede & McEwen 2015). The skills developed during this time go beyond the technical/discipline skills associated with the knowledge generated within academia as WIL allows for the development of cognitive skills and attitudes that occur when applying that knowledge within the unpredictability and complexity of work. Bringing those experiences back to the university allows the students to question and reflect upon the practices they observed and engaged in as they search and create new knowledge and understanding. Familiarising themselves with current practice, policy and procedures also helps to develop each student’s own professional identity as they "try on" professional roles before gaining employment (Chappell 2004, RMIT 2015b, Trede and McEwen 2015, Universities Australia 2015).

Research studies conducted by McLaughlin and Mills (2010) and Trede and McEwen (2015) report on the students’ appreciation of WIL as they speak about the ‘hands on experience’ that allowed them to ‘fully understand’ the theory presented in class (McLaughlin & Mills 2010:120). Believing WIL to be more engaging and relevant than classroom learning students said it confirmed their study choice and encouraged struggling students to continue with their studies (Trede & McEwen 2015).

Entering a formal three-way agreement with the HE institution and the student that involves the same conditions as taking on a new employee, the benefits for the agencies involved are also numerous, especially as industry does not believe that the majority of students are work-ready upon graduation (Trede & McEwen 2015). By providing the staff involved in professional development opportunities and mentoring students, organisations gain a better understanding of how best to utilise the skills of their workforce. The unexpected outcome has been an injection of ‘fresh ideas, energy and enthusiasm’ in participating companies as employers and students work together, taking on extra projects or workloads (RMIT 2015b).

Burke et al. (2009) talk about the need for students to spend sustained periods actively engaged in the ‘real world’ of work. Schleicher (2014:7) holds that “Work-based learning allows people to develop hard … and soft skills, such as teamwork or negotiation in a real-world environment.” Through active learning, students are able to practically test the theories learnt in class which, through repetition, are more valuable than academically generated knowledge alone (Broadbent and Corney 2008, Burke et al 2009).

Where WIL should be timetabled within a program is, therefore, an important question and Trede and McEwen (2015) discovered that few Australian university programs offer early placements. It is more likely to be incorporated at the tail-end of a program’s delivery schedule contrasts with overseas practice where WIL is offered in every year of study. The
reasoning given is that Australian academics do not believe students possess the technical and theoretical knowledge required to support them to engage in work practices prior to this (Trede and McEwen 2015). A fear that first year students, with little knowledge of the sector, may be a burden on placement hosts is a real consideration for the responsible staff members and as placements are scarce, keeping host organisations on side is an important concern.

The strong focus on students’ work readiness and learning outcomes is a concern for some who feel that WIL is shifting the focus of learning away from education towards employment outcomes. Ensuring that HE continues to develop the attributes of critical thinking, social responsibility and global citizenship in their graduates is important and must be tempered with ensuring that students gain the appropriate knowledge necessary while participating in challenging, authentic activities (Burke et al. 2009).

How WIL is assessed is another concern that requires considerable thought and input to ensure that the entirety is not reduced to a repeat of a student’s high school work experience week (Orrell 2004). The assessments need to demonstrate the student’s ability to be a self-managed learner able to apply the associated theory successfully within their work-related contexts (Costley 2007).

Remembering that the aim of WIL is to provide a bridge between the worlds of the university and work, students are guided by teachers and employers within a culture of practice that is embedded in the context of everyday problems and situations. Undertaking authentic work-related activities, both at work and in the classroom, HE programs are assisting students to become more independent learners who are able to demonstrate higher levels of interpersonal communication, problem-solving and decision-making skills as well as using and understanding the technical content. The most positive outcome for students is that employers admit they are more likely to take on someone with WIL experience as these graduates find it easier to transition into employment. Consequently, it appears that the dominant purpose of WIL - to enhance a student’s work-readiness and employability – is being achieved (Burke et al. 2009, RMIT 2015b, Trede and McEwen 2015, Waters 2005).

1.1.5 Student Quality Concerns and Outcomes

The quality and selection of students entering the current undergraduate youth work programs in Australia was another major concern that triggered this study. In 2010, coming from the VE sector to work with the HE students highlighted the differences in the selection processes between the two groups which continued at the time of writing.

In 2015, RMIT University VE candidates attended a 2-hour group information session. They were required to complete an activity which demonstrated their ability to work in group settings and provide a written comprehension piece to establish their academic suitability for the level of study they had applied for. In contrast, HE students at the same university were chosen on their Australian Tertiary Admission Rank (ATAR) score, a score given to all
Australian Year 12 students upon the completion of their final exams and a paper
documentation assessment of other applicants. Used by university selection officers to
determine each candidate’s suitability, the required entry score in 2015 was 80.75 on a 0 – 99
percentile scale (Cahill 2015). The expected entry level for the School of Global, Urban and
Social Studies (GUSS) within RMIT University, which administers the HE Youth Work
degree, is 70+ without the systematic interviewing of mature aged students. Cahill’s (2012)
analysis of the 2012 data showed that the average ATAR score for Year 12 Youth Work
applicants at RMIT University was then 65.08, six points below the published 71.08 cut-off
ATAR score. For non-Year 12 students it was as low as 50.23.

As early as 1995, the Report of the Ministerial Review of the Training of Youth Workers in
Victoria addressed the concerning selection practices occurring at RMIT University, the only
youth work undergraduate degree available at the time, stating that

“…relying entirely on VCE scores is an inadequate approach to selecting
students for a course in youth work, for which a person’s suitability depends on
important factors in addition to academic results … The selection needs to
include consideration of any relevant experience or interests, references, and an
interview, in order to assess these other factors” (Ministerial Review 1995:65).

Despite the Ministerial recommendations, little has changed in the past twenty years in the
degree course selection process for the four undergraduate youth work qualifications
currently on offer in Australia. Victoria University (VU) does not publish their cut-off mark
for entering students; however, it is assumed to be lower than that of RMIT University
(Cahill 2010, Cahill 2013). The Australian Catholic University (ACU), which no longer
interviews due to administrative changes, first published its ATAR score of 63.5 for the 2013
academic year. It was 59.05 in 2015 (Cahill 2015). Edith Cowan University (ECU)
advertised an indicative ATAR of 55 was required for its 2016 intake (ECU 2015).

This contrasts significantly with the United Kingdom where student selection takes between
one and two days and includes several rigorous interviews and group exercises. Successful
candidates must also demonstrate significant experience of working in the youth sector,
usually a minimum of two years, confirming that this is a vocational decision.

The continuing reliance upon the final ATAR exam score over interviewing and previous
youth sector experience highlights an ongoing issue of potentially poor student quality
entering Australian youth work programs. The low academic score expectation highlights
that this is not a vocation attracting exceptionally academic students into a flagship program,
especially as many are entering a field of study of which they have little, if any, previous
experience.
1.2 THE RESEARCH QUESTIONS

By addressing the issues of skills and knowledge gaps through the creation of a new training model for youth work in Australia, it is hoped to produce better prepared graduates who are able to be independent workers more quickly. This is important to the youth work industry which assumes newly educated workers are ready for employment upon graduation (Chappell 2004). It echoes, however, Jones and VanderVan’s (1990) observation that many are not. Employers are looking for graduates who have more than the ‘academic right stuff’ which a traditional degree provides (Holm 2013b, Patrick et al. 2008).

Those securing the available youth work jobs require the initiative to integrate their knowledge and skills effectively and efficiently while demonstrating a greater awareness and understanding of the integration of knowledge and skills (Burke et al. 2009, Craft & Mack 2001, Rowbotham 2011). Bringing these together strengthens the quality of graduates and the work they will achieve in the youth sector.

The four key research questions are:

1. How does Australian contemporary pre-service youth work training compare to those delivered historically since the first tertiary award program in 1977 and what learnings can be gained?

2. How does contemporary pre-service Australian youth work compare with what is currently delivered overseas in comparable countries and what learnings can be gained?

3. How are the demographic and social profiles and needs of the Australian youth population changing and what implications does this have for constructing a pre-service training program?

4. What are the aims, structure and content of an effective Australian pre-service youth work program and how would it be appraised by the sector?

Documenting and analysing the aims, content and first employment outcomes of current youth work programs in comparable countries against those delivered in Australia allowed for an informed perspective regarding the true effectiveness of what is taught in pre-service youth work programs to what is required for employment.

Examining the current situation in comparable developed countries also made it possible to examine potential trends, government policies which shape youth work practice and industry requirements for a relevant contemporary youth work curriculum. Situating the research within a global context ensured best practice is the final outcome for the model created as the market is increasingly becoming globalised. Feedback obtained from key stakeholders, such
as industry, peak bodies and associations in the youth sector, as well as recent graduates, ensured that the most relevant curriculum was designed.

1.3 THE PHILOSOPHY OF THE RESEARCH METHODOLOGY

Utilising qualitative (interviews, focus groups and historical documents) and quantitative (surveys and secondary data) collection methods to produce data for this research was for solving the identified problem of improving youth work education in Australia (Patton 2002). The result was a study that reflected Denscombe’s (2005) four design characteristics of action research:

1. Practical, because it addressed real issues that had been identified
2. Responsible for change, an expected and integral result of the research undertaken
3. A cyclical process which allowed for the findings to be implemented and researched further as the research progressed
4. Participatory, requiring the active input of youth work practitioners who became collaborators.

Working together, the researcher and the youth work community addressed a practical problem that had been identified to generate the data that was anticipated would provide new knowledge and professional development for all involved through the cycles of sharing and reflecting throughout the study (Smith 2001a). It included the collective experiences of current and past education and training providers, industry representatives, professional association members and recent graduates who provided a shared insight into the youth sector and direction for the new youth work training model (Smith 1999). The data shaped the new model and ensured change was achieved in regards to improved outcomes for youth work graduates and the youth sector in local and international settings (Denscombe 2005, Kemmis & Taggart 1998, Kemmis & Taggart 2005, Patton 2002, Schmuck 2009, Swepson 1995).

Swepson (1995) describes the epistemology – how we know what we know, and what is knowledge – of action research as a combined empirical and rational process because data about the ‘world’ is collected in order to build a body of knowledge about a rationally decided problem. Requiring specific, as opposed to general, knowledge that is applied to a complex social situation, it follows the empirical process of asking questions which are answered then refined before the process is repeated. Based on Lewin’s sequential cycle of look, think, act (repeat if necessary) (Smith 2007a), it is important to test and grade the developed theory to determine its validity in the real world (Carr 2006). The results from the testing either confirm or alter the theory created and consequently refine the previous knowledge accordingly (Carr 2006, Swepson 1995, Winter 1993).

Carr (2006:423) describes how Lewin (1890 – 1947), the person credited with devising the term ‘action research’, did so in an effort to provide the social sciences with a method that would allow them to test and apply the theories they devised practically. Relying on the creation of knowledge through practice, as opposed to the pursuit of knowledge only as
occurs in scientific research (Carr 2006, Smith 2007a), action research is today a favourite form of research for many within the social sciences. Although declining in popularity during the 1960s because of an association attributed to radical political activism, it has since become a favourite method of research for community based and educational researchers (Smith 2001b, 2007a). This has been attributed to the fact that the researcher was actively involved in creating the new knowledge and the understanding of the resultant new practices and the situation in which the practices are carried out.

Winter (1993) believes that it is the integration of theory with practice which provides action research with its greatest strength and makes it a practice that can only benefit academic research overall. Winter states that action research is an elaborate learning process that involves the continuous critique of existing procedures and continuous learning. He links the processes of action research to the educational theory of Kolb, who wrote about the use of concrete experiences and reflective observation to create abstract concepts which then should be actively experimented with to create new concrete experiences, Piaget’s assimilation of new experiences into existing conceptual frameworks and Dewey’s conception of learning from experience (Smith 2001b).

Winter also believes that action research matches the theories of professional practice because of its emphasis on research to create new knowledge to sustain the profession with the necessary specialised body of knowledge into the future (Bessant 2004). This is because of its emphasis on developing understanding of how that practice has been improved.

Describing action research as “a commitment to exploring back and forth between theory and practice” (Winter 1993:316), Winter states that the theoretical resources available to action research are immense and cannot be ignored “… but they are not coordinated and (are) at worst ignored” (Winter 1993:16), and argues that the associated explicit theory of action research needs to be further developed and refined if it is not to be ‘undermined’ (Winter 1993:315).

Carr (2006) agrees, stating that those who practice action research would do well to create a separate identity for the method, so as not to be forced to “… demonstrate its legitimacy by appealing to a methodology” (Carr 2006:433). Believing that the assumptions implicit in action research are historically and culturally embedded, he draws on the work of Aristotle which laid the foundations for practical philosophy, “… a process by which philosophical principles are tested in the light of experience, so that the value of these principles can be truly known and incorporated into one’s experience of living” (School of Philosophy Melbourne 2016). Focused on knowledge and the testing of assumptions, it provides real answers to ‘life and its purpose’ (School of Philosophy Melbourne 2016). And Lewin would agree, having stated that “Research that produces nothing but books will not suffice” (Smith 2007a: 27).
So, social action requires that the practitioner is actively involved in the cause of the research, which Bogdan & Biklen (1992:223 from Smith 2007) outline as the systematic collection of information designed to bring about, or construct, social change.

Crotty (1998:58) defines constructionism as ‘the collective generation (and transmission) of meaning’ because

“… all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context.”

Crotty (1998:56) cites various theorists to support his thinking including Blaikie’s (1993) discussion concerning ‘a social world which people have constructed’ … through their continuing activities and … are constantly involved in interpreting”. Patton (2002) agrees that how a thing is constructed is as important as what is created, an important tenet of action research.

Regarding the disadvantages of action research, the possibility that the researcher may not be as detached or impartial as she could be because she is a member of the community and may come into the study with pre-conceived ideas or notions is very real. Maintaining a professional distance during the data collection was possible due to the involvement of others who were objective in their involvement for the purposes of improving the youth sector as a whole. This helped to keep the researcher on task to achieve the goals set in a timely manner and not become lost in the unnecessary detail, providing the necessary distance the researcher required while effectively generating useful information.

1.4 THE RESEARCH AIMS AND METHODOLOGY

The aim of this research study was to develop and assess a model of youth work education for the Australian context of the 21st century. Undertaken through the mixed methodologies of action research which, because of their blending advantages, provided a wider scope to work from (Bryman & Burgess 1999, Patton 2002, Whittaker 2010), allowed for the exploration, development and appraisal of the historical, international and demographic objectives that were preliminary to the main task of developing the youth work education model.

1.4.1 Mixed Methodologies

Action research lends itself to the use of mixed methods including document and data analysis, fieldwork, in-depth interviews, questionnaires and statistical analysis to create, find and explore the data necessary to solve the ‘problem’ underlying the research. Less systematic and more informal than other research approaches, the variety of methods utilised work together because they are the best approaches for addressing the issue to be resolved (Patton 2002).
Denscombe (2005), Patton (2002), David and Sutton (2004) and others discuss the benefits of taking a multi-method approach from both qualitative and quantitative methods: by utilising the strengths of each it negates the limitation imposed by relying solely on one method of data collection. The inability to completely separate qualitative and quantitative research in social research lends itself to utilising the benefits of each method chosen for a more balanced overall result (David & Sutton 2004). The methods that were chosen depended upon the appropriateness of each and their relevance, feasibility, coverage, accuracy, objectivity and ethical correctness for the purposes of the study (Denscombe 2005). That there is no correct method is important to remember when making the choice as to what methods to utilise.

Patton (2002) discusses the higher costs involved with using mixed methods as time and money are spread further than if only one approach is employed. However, different approaches produce different findings so it is important to choose the most appropriate for the research. The benefit of data collected from a number of sources outweighs the possible negative, providing a greater number of opportunities to view the same issue from different aspects as the strength of one approach compensates the possible weaknesses of others.

The following qualitative and quantitative research methods, discussed in greater detail in the following section, were thus utilised for this study:

- The analysis of historical and contemporary documents and literature relating to youth work education and training in each of the nominated sites, and government policy and commissioned reports about the state of young people and youth work
- Interviews and focus groups of youth work education and training providers, recent graduates and youth work organisational representatives which followed the same format. Each participant was asked a set of semi-structured formatted questions that were designed to allow for further exploration of the answers provided if required and/or warranted. This flexibility was important and did not constrain the potential information which a structured interview could have (Dawson 2007)
- The analysis of census data relating to trends in Australia’s youth cohort.

All of the data collected for the interviews and focus groups were recorded using a Livescribe Pulse Pen, a device which records the interview as the corresponding notes are written into specially prepared data books which were then downloaded and stored on the researcher’s computer.

**1.4.2 The Preliminary and Core Research Objectives**

The aim of this research study was to undertake a curriculum development study through the development and assessment of a model of youth work education program for the Australian context of the 21st century. Five objectives were explored that were further divided into
preliminary and core objectives. The preliminary objectives, the basis upon which the model was designed, involved three perspectives that were investigated in depth:

1. Historical perspective
2. International comparative perspective
3. Demographic perspective.

The core objectives followed the phases related to the creation and appraisal of the new model that was developed from the preliminary objectives. These were:

4. Developmental phase
5. Appraisal phase.

1.4.2.1 Preliminary Objective One: Historical perspective: to provide background details of Australian youth work programs in historical and comparative contexts

This section was conducted in two parts, the first of which involved documenting the historical evolution of pre-service youth work training in Australia. This led to a literature review that explored and evaluated the literature and policy documents on youth work so as to map the various ways youth work is defined today and how that may have changed over the past two centuries. Corney (2004, 2007, 2009) has written extensively about Australia’s youth work sector recently from both the training and industry perspectives. Woodman and Wyn (2015), Lloyd (2002) Sapin (2009) and Batsleer and Davies (2010), among others, complete the picture by providing a generalised perspective about what youth work is in Australia and beyond. The works of Hamilton-Smith and Brownell (1973), Ewen (1981) and Maunders (1984, 1990) among others have provided an analysis of Australian youth work during the 19th and 20th centuries. This was used as a basis for demonstrating where the thesis fits within the existing body of knowledge (Dawson 2007).

All of the documents utilised were measured against Whittaker’s (2010) four criteria for judging which documents are to be utilised in a study - that they are authentic, credible, representative of all that is available, and are clear and comprehensible in their meaning. Found to hold enormous amounts of rich data and information that was not available anywhere else, this checklist proved to be invaluable when choosing the final material to be utilised.

The following strategies were used in researching the first part of this aim:

- **Archival Research**: the researcher investigated and followed all information concerning previously delivered courses in Australia. This involved examining the archives of the following institutions and organisations:

  - **RMIT University Archives** - held at the Bundoora campus, includes the relevant course records, Board Minutes and Course Handbooks concerning youth work
education delivered at the Coburg, Bundoora and city campuses over the past four decades

- **YMCA Australia Archives** - access to the YMCA documents, located in a warehouse storage unit in Flemington, provided information related to the first course ever offered concerning youth work in 1919 as well as documentation of the *Diploma of Youth Leadership* which the YMCA was responsible for from its inception in 1947 until its handover to the State College of Victoria (Coburg) in 1977. This included Board Minutes, Student Handbooks, letters, course delivery schedules, class lists and a student application form from 1960

- **Institute of Social Welfare (Victoria) Archives** – the few remaining records for the State Government courses run during the 1960s and 1970s proved to be far more elusive and were finally located after two years of searching at the Department of Health and Human Services (DHHS) Library in the centre of Melbourne. Although little was available, what was accessed proved to be useful in regards to confirming information gathered from other sources and included course details

- **University of Melbourne Archives** - the Minutes of the Board of Social Studies relating to the youth work training offered during the 1940s

- **University of Sydney Archives** - archives for the Board Minutes pertaining to the proposal of the 1940s Sydney course.

- **Review of Historical Literature**: Investigating the delivery of youth work training and courses in Australia over the past 100 years, included a visit to the ACER Library in Camberwell to locate the 1952 thesis by Woods (University of Melbourne) regarding youth work training at the time.

- **Historical government policy documents and commissioned reports**: Examining relevant historical documents and commissioned reports such as the Albemarle Report (1960) provided insight to the establishment of youth work training overseas as did the historical files of various professional associations, such as the National Youth Association (NYA) in England, which provided details of historical and contemporary courses delivered since the 1940s.

- **Interviews with Key Historical Informants**: A number of key historical informants were interviewed about the youth work courses delivered in Australia including those responsible for courses at various institutes. These included David Maunders (State College of Victoria, Coburg), Vaughn Bowie, (University of Western Sydney) and Ellery Hamilton-Smith who, with Denise Brownell, wrote the 1973 report for the Victorian Youth Workers’ Association. Others identified through the investigation included the current Course Directors from Australian Catholic University (ACU) and Victoria University (VU) in Melbourne, who were able to provide information pertaining to the establishment of the degree programs at each institution.
• **Interviews with Past Graduates:** Interviews with graduates of both the ISW and YMCA courses provided valuable insights into their experiences as students, providing a comparison of the two competing Australian programs during the 1950s, 1960s and 1970s while highlighting the outcomes experienced by the graduates.

The second element of the first aim involved a content analysis of current Australian youth work programs and practice.

Current documents utilised included those relating to the qualifications which were used as part of the comparative study and included university program guides, delivery schedules and student expectations. Government policy documents highlighted the changes occurring politically throughout the time of the study.

All of these documents required constant monitoring for updates, and changes in political focus were not uncommon over the five years of the research quickly turning ‘current’ documents into historical pieces when replaced with the latest version. Access to the internet proved to be invaluable in this regard as were contacts created throughout the research who would send through pertinent documents or links when changes occurred that may well have otherwise been missed because the researcher was not locally based.

In Australia, as already mentioned, four undergraduate degrees in youth work are currently delivered by recognised universities. There are 84 VE providers offering the Certificate IV and Diploma of Youth Work across the country, including a growing number of faith-based providers and private Registered Training Organisations (RTOs). This is far fewer than the 58 undergraduate and additional Further Education (FE) courses available in the United Kingdom (NYA 2015) though more than the nine providers in New Zealand who offer the full complement of youth work training between them. There are over thirty youth work educational providers in Canada.

An extensive internet search conducted at the beginning of this study identified the HE and VE youth work courses on offer in Australia. Formal contact was made with each Australian nominated provider to determine their willingness to participate and to ensure the data collected were correct. A yearly internet audit guaranteed the data remained current during the study. All changes in curriculum, assessments and selection processes that occurred during the research period were noted. Changes to the youth industry’s requirements and how these have changed over time were also included. For example, both HE and VET courses currently secure work within the Australian youth work sector although it is not necessary to be qualified to work with young people, unlike the United Kingdom, where, until very recently, the type of job available, the pay rate and working conditions were dependent upon a worker’s qualifications.

The strategies utilised in researching the second part of the first aim were:

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1 Private RTO providers in Australia are government regulated.
An Investigation Into Current Pre-Service Programs In Australia: This included the four undergraduate degrees - Australian Catholic University (ACU), Edith Cowan University (ECU), Royal Melbourne Institute of Technology (RMIT University) and Victoria University (VU) - and three vocational providers representing private and public RTOs - RMIT University (public), the Australian College of Youth Training Inc. (ACYT) (private), Emerald, and Praxis, Bendigo (faith-based).

Interviews with Australian Course Administrators: Conducted by the researcher, these were held with the relevant HE representatives from ACU, RMIT University, VU and Eastern College Australia, formerly Tabor College, a Christian institute situated in Mulgrave, in Melbourne, as well as the VE Coordinators of RMIT University, the ACYT and Praxis, Bendigo.

A Literature Search Regarding Current Youth Work Training: An investigation into the programs delivered today was undertaken throughout the study period and was complemented with relevant articles sent by interested partners from around the world who had been involved in some way in the fieldwork and wanted to ensure the accuracy of the work.

Interviewed Industry Representatives In Australia: Twelve industry representatives responded to a set of questions that were designed to elicit responses pertaining to their experiences with recent graduates in the workplace and if they believed they were work-ready upon graduation (Appendix Two).

Issues which arose when conducting this portion of the research were:

- The initial internet search produced 64 pages of information but establishing contact with many of those proved to be difficult as the information was often no longer accurate
- The ACYT ceased operations in 2014 having succumbed to the increased pressures of maintaining a private RTO
- The number of HE providers in Australia fluctuated between three and four during the time of this research because ECU, having removed youth work from its offerings in 2011, returned to delivering youth work courses in semester 2, 2014
- Accessing the historical data located interstate required several trips to retrieve the information which was not otherwise available
Locating the archival data for the ISW took almost two years as the records were surprisingly located at the current library as opposed to the anticipated archives of DHHS.

1.4.2.2 Preliminary Objective Two: International Comparative Perspective: to document and analysed the aims and content of youth work programs in comparable countries

The second research strategy was designed to compare youth work education programs in Australia against similar programs in Canada, New Zealand, the United Kingdom and the USA so as to inform and situate the newly developed program within a global context to ensure best practice. Other countries, such as Finland, Malta and the Republic of Ireland, were considered but rejected because it was felt the chosen countries were those most comparable to Australia in regards to culture and language.

Small case studies of each of the nominated sites provided an in-depth appraisal of international youth work and the associated educational programs chosen highlighted the similarities and differences in each nominated nation. These were created in two parts and repeated for each of the nominated sites. The research strategies for the first portion of each case study were:

- **An Analysis of Current Youth Work Policies**: The identification of relevant government policies provided a political insight as to how youth work was viewed by each administration.

- **Interviews with Professional Associations**: Interviewing representatives from professional youth work associations, such as the Association for Child and Youth Care Practice (ACCYP) (USA), National Youth Association (NYA) and the Youth Council Northern Ireland (YCNI) provided insight into current youth work practice and the local youth sector requirements regarding the attainment of professional status in each country.

- **Review of the Historical Literature**: An analysis of historical documents, commissioned reports and youth work education documents provided a background into the evolution of pre-service youth work and the development of related education. Carr and Kemmis (1986) determine this is important because understanding how practices were constructed in the past provides a fuller understanding concerning the reasons for change and their impact on current practice.

**Selecting the International Comparison Programs**

An internet search for youth work programs in each of the nominated countries began this element of the research, which quickly established that there are numerous youth work
programs around the world. In documenting and analysing the aims and content of youth work programs in comparable countries, the following criteria were used to establish suitable options to include in the study:

- Recognised program according to the relevant youth work association/s, where applicable
- Similar graduates' outcomes upon completion which reflect those in Australia
- Similar cultural conditions to Australia.

A total of 11 tertiary educational and three training options that were equivalent courses from each of the comparable countries agreed to be part of the study. Limited for the purposes of containing the research overall, it involved the following educational institutions:

- **Canada:**
  - Humber College Institute of Technology and Advanced Learning, Toronto
  - George Brown College, Toronto
  - Mount Royal University, Calgary
  - University of Victoria, British Columbia

- **New Zealand:**
  - Wellington Institute of Technology (WelTec), Wellington
  - Praxis, Auckland, Christchurch and Wellington

- **United Kingdom:**
  - Coventry University, England
  - University of Edinburgh, Scotland
  - Glyndwr University, Wales
  - Ulster University, Northern Ireland – undergraduate degree course and Level 2 course
  - Warwickshire Association of Youth Clubs (WAYC), England.

- **United States of America:**
  - Kent State University
  - Academy for Competent Youth Work
  - Journey Fellowship

The research strategies utilised for this portion of the aim were:

- **Program Analysis:** Each program was analysed in context to situate the program against the others used in the study. Aspects of each program investigated and compared included:
• Articulation/pathway possibilities
• Assessment
• Curriculum content and rationale
• Delivery – distance, face-to-face or Recognised Prior Learning (RPL)
• Distinguishing and innovative features.
• Duration of each course
• Level of qualification and job expectations/outcomes
• Number of hours dedicated to the practicum aspect of the course
• Selection process
• Skills/competencies base for learning
• Staffing.

• Interviewed Key Curriculum/Program Director/s: Thirty-one program administrators and managers were interviewed about the current and historic aspects of their programs, the student cohort, the course delivery schedule, the amount of industry interaction included in the design of the program and whether they believed students were work-ready upon graduation (Appendix One). These included each of the sites nominated as well as additional representatives early on in the research before it was determined that one institution for each of the four nations of the United Kingdom would suffice for the study. This provided valuable information concerning the choices made regarding the decisions relating to the focus and delivery of their individual programs.

• Focus Groups: Conducted with recent graduates in groups of 4 - 6 people, it was felt that these in-depth discussions, lasting between 1 – 2 hours would allow the groups to explore their experiences from their initial employment immediately after their studies (Appendix Three). By the conclusion of the study three focus groups were held - one in England (four participants) and two in New Zealand (three and two participants respectively), which proved to be very effective in allowing group members to discuss, debate, disagree and/or defend their experiences of study and employment. One of the New Zealand groups was with graduates who had finished their course two days before the focus group was held and the other two focus groups conducted were with current students who were still undergoing their studies. Due to lack of availability there were fewer focus groups than anticipated. More often these became individual interviews conducted under the same conditions as those held for the training providers and youth work agencies.

• Recent Graduate Interviews: Twenty-two recent graduates were interviewed individually in Australia, New Zealand, England, Northern Ireland and Wales. Focus groups had been planned but the availability of those who indicated they were willing to participate meant that these were not possible. As a result, participants were asked a set of questions (Appendix Three). Most often these were conducted at the graduate’s place of work during working hours.
• **Surveys:** The unexpected opportunity to survey 69 American child and youth care workers about their own identity within the field, their qualifications and perceptions regarding youth work in the United States and how they saw themselves fitting into the global youth work community was seized upon. A survey was quickly put together (Appendix Four) and the results were utilised in the case study for the United States. Taking place at a conference where the survey was distributed to 100 participants on day two, the written responses were returned the following day.

• **Industry Representative Interviews:** Twelve industry representatives (Australia - 4, United Kingdom - 7, USA - 3) were interviewed as to their views about the youth sector in each of their countries, their experiences with recent graduates in the workplace and if they believed they were work-ready upon graduation (Appendix Two).

**The Case Studies**

The result from phase one was the creation of four national case studies, one for each of the nominated nations, which provided an overall view of current youth work practice and programs:

i. **Canada (Appendix Five)**

Canadian youth workers are known as Child and Youth Care (CYC) Practitioners and experience varying levels of recognition. Similar to levels of training in Australia, Canadian workers can gain a certificate, diploma, advanced diploma and/or degree in the child and youth care sector. Many build upon a previous level of qualification, such as Selkirk College in British Columbia, with its *Human Services Diploma: Child and Youth Care*. A two-year course, it is advertised as providing ‘more advanced training and recognition to a certificate level’ and allows graduates to articulate into the third year of a four-year degree offered at the University of Victoria, the University College of Fraser Valley, Vancouver Island University and Douglas College, B.C (Selkirk University 2012). This represents some of the 30 programs on offer across Canada

ii. **New Zealand (Appendix Six)**

Youth work in New Zealand has a very high profile which is reflected in the increased recognition youth workers have received from Government bodies, the media and funders alike due to a concerted effort across the country to create a unified understanding and regard for the profession (NZYWNA 2008). Like Australia, a formal qualification is not always required to undertake youth work and despite its positive recognition, New Zealand has a large unpaid volunteer workforce and only a small percentage who hold a formal qualification.
Youth policy is the responsibility of the Ministry of Youth Development\textsuperscript{2} for those aged between 12 – 24 years of age. Courses for youth workers include a Certificate 3, a Certificate 4, a Diploma and under- and post-graduate degrees. Wellington Institute of Technology (WelTec) is the only provider of the Bachelor in Youth Development, since semester one, 2012.

iii. **The United Kingdom (Appendix Seven)**

Britain is no longer one nation but four that work together politically on most things. The exceptions are education and youth work with each nation - England, Northern Ireland, Scotland and Wales - writing its own youth policy and interacting with a variety of age ranges between 4 – 25 years depending on the nation involved.

As of September 2010, youth work students enrolled in an Hons Degree (three years), gained professional status upon graduation. Today, 58 undergraduate courses in the across the United Kingdom are recognised by the National Youth Agency (NYA), the national body which ensures “… the quality and development of professional youth work training in England” and the other Education and Training Standards committees of Wales, Northern Ireland and CLD Scotland (NYA 2015).

iv. **The United States of America (Appendix Eight)**

Performed by Child and Youth Care Workers, who are not required to hold a relevant qualification to work in the sector, most youth work is performed at the local county level through federal funds distributed by each of the 50 State administrations. As already mentioned there are two federal groups responsible for youth in the U.S.A. However, few workers on the ground know of either agency.

A concerted effort to gain professional recognition for the youth sector has led to an extensive certification process which covers three levels of professionalism available to youth workers. This involves an exam, professional references and an evidence-based portfolio of work gathered together, usually over a 12 month period. This evolved because of a lack of educational opportunities available to youth workers in America where only a handful of tertiary options are available to potential students. In order to address this issue the sector has been actively working towards professional recognition for its workers for more than 20 years.

\textsuperscript{2} On 24 November 2015, New Zealand’s Youth Minister, Nikki Kaye, announced changes for the Ministry of Youth Development (MYD) which will see it relocated within the Ministry of Social Development (MSD) in an effort to save a significant portion of the annual $2.9 million spent on operations each year. Coming into effect as of April 2016, MYD’s exact function in this new era is lost in government rhetoric although the Minister assures all that they will still perform some function in regards to better recognising the country’s contribution and participation in community activities.
Located in Appendices Five – Eight, these four national case studies of Canada, New Zealand, the United Kingdom and the USA highlight the similarities and differences between the locations through the invaluable, in-depth historic and current study of youth work in each nation. Including the beginnings of youth work in each country, the current political policies and status, sector requirements in terms of qualifications and professionalism, and a detailed comparison of the chosen youth work educational programs for each nation, these proved to be integral for the creation of the new model.

A number of issues arose during this time:

- The practicalities of the project were both simple and complex. The nominated sites were geographically challenging and yet through modern communication systems, including the internet, Skype and email, communication between the researcher and overseas participants was eased. Conferences with others involved in the research became useful meeting points.

- Keeping up-to-date with policy and program changes and their impact on practice proved to be challenging, especially in regards to those from overseas. Participants were invaluable in this regard and sent through various key documents as changes occurred. Data collection ceased as of 31st December 2015.

- Locating information for the USA initially proved to be very difficult and it was to be removed from the study altogether because of this. The initial researching of the term ‘youth worker’ in North America in regards to educational offerings provided only three courses which appeared to be too few possibilities. Upon further investigation it was established that those who work with youth in the USA and Canada are referred to by the term of Child and Youth Care (CYC) Worker or Practitioner. Contact made with key stakeholders who were able to provide the necessary information resulted in the USA remaining in the study.

- Snowballing occurred in regards to participants in all categories throughout the data collection period. Interviewees often suggested others who would be either ‘good sources of information’ or interested in the research and had asked if they could be included.

1.4.2.3 Preliminary Objective Three: Demographic and Social Perspective: to analyse the contemporary and emerging Australian youth profile in relation to pre-service youth work training

A statistical analysis of what is currently important to Australia’s young people and what youth workers will need to know in the future relied heavily upon an analysis of the 2011 Australian census. Compared against similar data for the census periods of 2001 and 2006, this ensured that the proposed education of youth workers, as provided in the proposed model, was based upon the most relevant facts, preparing youth work graduates with the
necessary skills and knowledge for the work they are expected to undertake for success in the field.

The strategies used in researching the third aim were:

- **Analysis of the 2001, 2006 and 2011 census data**: Identifying occurring trends for those aged between 0 – 24 years was deemed important so that current and future trends in relation to a young person’s country of birth, first language, religion, educational expectations, health outcomes, family makeup, living conditions and other issues such as juvenile justice were visible. Sourced from the 2011 census data which became available in June 2012, this provided a demographic analysis of young people in Australia at the time of this research.

- **Analysis of Mission Australia’s Annual Survey of Young Australians**: Tracking of any and all trends and changes as determined by young people themselves, this analysis identified relevant data pertaining to trends in the youth sub-culture.

- **Analysis of Current Global Youth Surveys**: Trends occurring globally for youth were identified through the analysis of various surveys conducted by international organisations, such as the United Nations and the Commonwealth Secretariat, over the past five years.

Issues which arose during the achievement of this aim were that:

- Changes to government policies impact upon the delivery and focus of youth work. It was important to consider them as these directly affect the work conducted for and with young people in the areas of education, justice and welfare. Relevant government policies and funding proposals relating to youth show what the government anticipates to be the focus areas for the upcoming funding period of three to five years.

**1.4.2.4 Core Objective One: Developmental Phase: to develop a model for youth work education programs for the Australian context**

Providing invaluable insight into where youth work training was, is and where it should head in the future, coupled with anticipated future trends for society, the knowledge gained from the three preliminary objectives of the research informed the creation of the new model of training. Ensuring youth work education delivered in Australia in the 21st century will benefit all involved in the sector, this new and comprehensive youth work program was developed to cover the following aspects:

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3 Mission Australia is a non-denominational Christian community service organisation that has been helping people to regain their independence for over 155 years (Mission Australia 2016). The annual youth survey, conducted since 2002, provides “… a valuable reflection on political and social issues confronting the nation through the eyes of young Australians” (Mission Australia 2013:1)
• Course duration
• Essential knowledge and competencies required for graduates to be work-ready
• Curriculum/course structure
• Assessment practices
• The amount of time required for an adequate practicum component
• Delivery method/s.

The strategy used in researching the fourth aim was:

1. **Model Development**: A detailed pre-service model based upon the findings of the preliminary objectives, already discussed, led to the creation of a new model for youth work education for Australia in the 21st century.

Issues that emerged when researching this aim were:

• Ensuring the curriculum design included the correct subjects and that they were located appropriately in either the undergraduate degree or the Honours year

• Ensuring that there was an appropriate balance between the necessary theoretical and the practical elements of the youth sector

• Ensuring that the assessments were appropriate, progressive in nature and yet challenging enough for each year level of the program so that students could appropriately demonstrate their knowledge and skills

1.4.2.5 **Core Objective Two**: **Appraisal Phase**: to assess the proposed model on an appraisal made by key overseas academics and key stakeholders including training providers, industry representatives and professional association leaders

The appraisal of the model youth work program occurred once the model was developed. Key stakeholders in industry and training organisations in Australia and overseas were asked to appraise the model, responding to a set of questions which included a graded scale for each answer.

The strategies utilised in researching the fifth aim were:

• The emailing of the new model (Appendix Ten) and the accompanying appraisal document (Appendix Eleven) to key local and overseas informants for their views on the proposed model. This included Program Administrators and Course Coordinators responsible for youth work programs and industry representatives from Australia and overseas. The feedback received helped to create the final model presented
A survey (Appendix Eleven), part of the appraisal document, was emailed to 20 recipients – youth work educators, industry representatives, professional association leaders - who represented various aspects of the global youth work community and qualified to undertake the appraisal of the new model. As the last stage of the research, each person assessed the proposed model and provided feedback on its relevance to the youth sector, grading each course within the new program on a scale of 1 – 5. Adding comments where they saw fit, responses were returned by email.

1.5 Ethics

This research was deemed negligible and/or in the low risk category with the only foreseeable ethical danger being one of possible discomfort to some participants. Gauging the likelihood of discomfort and/or harm occurring to be minimal steps to minimise any harm were identified. No-one under the age of 18 was interviewed (The National Statement on Ethical Conduct in Human Research 2007).
CHAPTER TWO:
AUSTRALIAN YOUTH WORK TRAINING –
AN HISTORICAL PERSPECTIVE.

Before a new pre-service model of youth work training could be created an understanding of what had occurred in Australia and the four nominated sites beforehand was vital. Beginning with an account of the historical evolution of Australia’s youth work training this chapter responds to the first key research question: How does Australian contemporary pre-service youth work training compare to those delivered historically since the first tertiary award program in 1977 and what learnings can be gained?

An analysis of the current undergraduate programs on offer and two VE programs will complete the chapter, providing an insight into what has gone before.

2.1 THE EARLY BEGINNINGS OF YOUTH WORK EDUCATION

On the basis of the historical research data gathered during the project, it can be said that the development of youth work in Australia progressed along similar historical lines to those in other first world countries. Mirroring comparable milestones in England, New Zealand and the USA, Australian youth work programs were first delivered by Christian-based organisations such as the YMCA and the Boys and Girls Brigades. Stressing duty, obedience, loyalty and service, boys and, to a lesser extent girls, were organised into (literally) uniformed groups and taught what was deemed necessary for being a fully rounded citizen of the day. These Protestant examples are only a few of the numerous programs begun by all denominations instigated to provide structure to the lives of young people, which well-meaning adults perceived them to have none⁴.

Prior to 1885, the Boston YMCA had begun to employ ‘gymnasium superintendents’ which led to the training of ‘physical directors’. David Allen Reed (1850 – 1932), a Congregationalist minister, wanted to provide training for lay workers employed at churches, YMCAs and related institutions. Supported by the beliefs of Luther Halsey Gulick (1865 – 1918), a YMCA employee during the late 1800s, who strongly believed in ‘the unity of body, mind and spirit’ through physical education and recreational activities, Reed’s actions led to the creation of the YMCA College in 1885, in Springfield, Massachusetts, giving credence to an activity conservative Christians had previously shown little regard for (Limbert 1957).

⁴ The Catholic equivalents, the Catholic Young Men’s Society (CYMS) and the Young Christian Workers (YCW), continue today, but have never provided any official significant training for the youth ministry leaders of these programs which are seen as a ‘stepping stone’ into other areas of church ministry. In recent decades, the principal focus of Catholic youth work activity has focused around Catholic secondary colleges and university chaplaincies.
From 1915, the YMCA Training School, today known as Springfield College, was allowed to grant Bachelors and Masters awards in Physical Education and so-called Humanics (the study of human nature). In response they broadened the scope of the college to include men and a few women who were trained with the aim of working for the YMCA and in public schools, recreational agencies and other institutions throughout the United States. Many travelled from around the world to Massachusetts to receive the only regular training available in this area (Limbert 1957).

2.2 AFTER THE GREAT WAR: THE BEGINNING OF YOUTH WORK TRAINING IN AUSTRALIA

The first acknowledged formal pre-service youth work training course in Australia was in response to a government initiative and was conducted by YMCA Australia in 1919 immediately after World War I (Hamilton-Smith 1971a, YMCA 1919). The Federal Government had established the Department of Repatriation in 1917 in anticipation of the war’s end with the aim of providing various benefits to returned servicemen. Part of the scheme was the payment of fees for retraining these servicemen, whether at a university, a college or workshop. The YMCA course was one of nearly 200 different trades and occupational courses offered, and its aim was to provide training and employment for new secretaries in YMCA centres (YMCA 1919, Ewen 1981, Gurry 1985, Johnston 1985, Limbert 1957). Lasting three months it was offered only once.

2.3 WORLD WAR II: TRAINING STARTS … AGAIN

The next mention of youth work training in Australia appears in December, 1943, during World War II, in the University of Melbourne’s Board of Social Studies Minutes. The Chairman reported that

“…for some time past there had been pressure from interested organisations for some coordinated training of youth leaders and community centre workers and that there was now an urgent need for a short course of training for which no pre-requisites would be necessary and which would not necessarily need formal qualifications.” (University of Melbourne 1943:86-87)

Nowhere in the minutes does it discuss where this pressure was being applied from or by whom, yet it does state that the Vice Chancellor had called a conference earlier to discuss the matter.

Ewen (1981) suggests the discussions were based upon Britain’s McNair Report (1944) entitled Teachers and Youth Leaders which, among other things, was pushing for the normal training period for youth leaders to be three years. Ewen’s comments are inconsistent with the University’s Board Minutes which were written the year before the McNair report was released. The research shows that the greater likelihood is these discussions were more
closely influenced by the British Board of Education’s Circular No. 1486 *In the Service of Youth* (1939).

Usually taken to mark the beginning of the youth service training sector in England and Wales, it was concerned for those aged 14 – 20 who were no longer involved in formal education. The British government, believing that the ‘better use of leisure time’ was what the ‘welfare of youth largely depends’ on (Board of Education 1939 article 6), asked universities, training colleges and institutions to submit a potential curriculum for an emergency course that was expected to add to the knowledge of those already working in the field. The proposed outline had been determined three years earlier in Circular 1598 *Emergency Courses of Training for Those Engaging in the Youth Service* (Board of Education 1942) with approval given to Westhill College in Birmingham and University College in Swansea to train ‘competent leaders and instructors’ in the areas of ‘physical education and craft work for classes in clubs and other centres’ (Board of Education 1939 article 7). Three other English Colleges and University colleges also delivered full-time emergency training programs for youth workers at this time (Bradford 2007). Not a full qualification, it would be theoretical and practical in nature and last no more than 12 months, 24 months if done part-time.

In Melbourne it was the National Fitness Council (NFC), established in 1941 and representing the voluntary youth organisations, which had been advising on possible leader training courses since its inception and proved to be influential in the creation of youth work training (Maunders 1990, Maunders 2009).

At the first meeting for 1944 of the Social Studies Board at Melbourne University, a proposal to deliver a 10 month, full-time course was unanimously accepted. Acknowledged by Mr. Sweet, a member of the Board, that this was the fruition of plans that had originated some years earlier, no further information is given as to what these ‘plans’ might have been (University of Melbourne 1943). A committee was established for the purpose of consulting with outside bodies, such as the NFC, about suitable requisites for the course and to sponsor the non-diploma course that would be run by the University’s Department of Social Studies (Maunders 2009, University of Melbourne 1944).

Begun three months later, it was comprised of a curriculum structured around three areas of study over three terms (T):

1. Lectures and discussions on:
   a. Community – *Social Psychology* (10 lectures), *Social Organisation* (20 lectures), *Special Problems* (12 discussion groups)
   b. The Individual - *Biology and Hygiene* with special reference to childhood and adolescence (10 lectures T1), *Psychology of Childhood and Adolescence* (15 lectures T2&3), *Mental Hygiene* (5 lectures T3), *Study of Abnormal Types and Case Studies* (3x T1 and 3x T3)
c. Leadership – *Modern Problems of Education* (10 lectures T1), *Psychological and Physiological Significance of Work and Recreation* (7 lectures T3), *Principles and Teaching of Group Work* - lectures and discussion on practical work and the practical application of special skills (54 periods throughout year).

2. Practical work – Students were expected to participate in either three evenings or three half days in a club or recreational facility during Term One. In Term Two this was increased to include an additional half day studying a special group skill. In the third term students had to complete five half days or evenings of practical work per week. Recognition for working students at their current place of employment was possible during term one; however, they were expected to gain experience in another organisation for the remainder of the academic year.

3. Religious Education – 10 optional lectures were delivered on this topic in Term One for students nominated by a denominational organisation who were asked to ‘obtain (further) help and instruction.’ (Denholm & Ling 1990, Ewen 1981, University of Melbourne Social Studies Board Minutes 1944:90 - 91)

To be called the *Youth Leaders’ Training Course*, written applications were due in early March, 1944, and were to include the names of two referees and a letter of recommendation. Interviews conducted by the Social Studies Committee would determine each candidate’s suitability and, if successful, students would pay a total of 15 guineas\(^5\) divided into equal instalments at the beginning of each of the three terms. The course began on Wednesday 29\(^{th}\) March, 1944 (Denholm & Ling 1990, University of Melbourne 1944a).

Eighteen students, mostly from Protestant faith-based organisations, enrolled in the first year. Six were from youth centres around Melbourne including the Opportunity Club and the Victorian Association of Boys’ Clubs (Ewen 1981, University of Melbourne 1944b). In the heavy sectarian atmosphere of the time, no one was from the Catholic sector which had established its own support for young people.\(^6\)

Each term was 10, 10 and 12 weeks respectively, with an additional four weeks the following January which allowed for the completion of camping and holiday activities. Term breaks were one week’s duration with a four week break between Term 3 and the January block. The students who attended became well versed in housing issues, juvenile delinquency, current

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\(^5\) A guinea was the equivalent of £1 + 1 shilling or $2.10. The total cost of the course was the equivalent of $31.50.

\(^6\) The Young Christian Workers (YCW) began in Melbourne in 1940 after Archbishop Mannix, Archbishop of Melbourne, gave his approval to Father Francis Lombard (Duncan 2013). An international Catholic youth movement, it was started in 1924 in Belgium by (later Cardinal) Josef Cardijn, based on the See-Judge-Act model. The Catholic Young Men’s Society (CYMS) had existed for almost a century by this time. Begun in Ireland in 1849 by Dean Richard O’Brien, it was dedicated to meeting the needs of young people in a deep rather than superficial way (Brady 1999).
youth work practice in Canada and New Zealand, as well as folk dancing, crafts, puppetry, music and play production, and they visited various criminal courts, the Melbourne Orphanage in Brighton and the Lady Gowrie Centre in Carlton (University of Melbourne Social Studies Board Minutes 1944a:100).

A progress report given at the May Board meeting after the course commenced, spoke of keen and responsive students. However, poor lecture attendance was noted ‘as some students have become too busy in their own youth work’ while ‘others are making attempts to keep up which may be damaging to their own work and their health.’ (University of Melbourne Social Studies Board Minutes 1944b:99).

The Melbourne course continued fairly uneventfully until the Board Meeting held on 12 December 1947, where it was recommended that the offering of the program be discontinued after 1948. The reasons put forward were:

1. The Youth Leaders Training Course was originally undertaken to meet an emergency
2. It was felt that the trainees sponsored by youth organisations, had not, on the whole, sufficient ability to benefit from the training delivered.
3. The youth sector continued to suffer from poor leadership with some of the more responsible group work posts remaining empty (University of Melbourne 1947).

It was felt a group work specialisation within the Diploma of Social Studies would be more beneficial but it was deemed advisable for the Board to co-operate with the NFC and deliver a final emergency course in 1948. This did not eventuate and no reason is provided as to why (University of Melbourne 1948). Instead, the course appears to have been rolled over immediately into the three-year Diploma of Social Work, with a Group Work Specialisation for youth contexts added to reflect overseas practices of the time (University of Melbourne 1947). Paul Limbert, President of Springfield College at the time, had deemed group and field work an essential part of the YMCA courses. Understanding that his students were being prepared to work with young people in community agencies, he ensured that each student at Springfield College was placed with either a YMCA, church or school, to complete the practical component of their studies, an element which was imitated globally (Limbert 1957).

During the late 1940s, the University of Sydney put forward a similar course to that of the University of Melbourne. Similar in content and purpose, it would also be of one year’s duration and was proposed, initially, by the Boards of Physical Education and Social Studies. Upon reflection the Social Studies Department determined that they were too busy to offer such a course and would continue to focus on delivering the Diploma of Social Studies. The Board of Physical Education took the proposed course to the Extension Board in October 1945, which postponed its delivery. It never appears to have been discussed again (University of Sydney 1945).
2.4 THE YMCA TAKES OVER

In 1947, as the Melbourne University course wound down, YMCA Sydney introduced a two-year Diploma in Youth Leadership to train mainly YMCA and YWCA workers although candidates from other organisations and countries were accepted (Massey 1947). Based on the American courses discussed earlier in this chapter (Eadie 1976, Maunders 2009), and with little if any government support, approximately 20 students each year took classes in Social Science, Christian Education, Administration, Program Planning and Execution, Physical Education, Group Leadership, Community Recreation and Counselling. At an initial cost of £20 per year to cover all fees and lectures, students were also expected to hold part-time employment at a YMCA or similar agency to fulfil the practical component of their course.

In 1952, the college moved to new premises in Homebush in Sydney, after a significant anonymous donation made possible the purchase of an appropriate property. Giving “…Australia’s youth the opportunity of becoming trained leaders and to maintain the Christian way of life” (YMCA 1950), the aim of the College was to “… secure prospective Christian leaders who, after training for actual practical work, will be able to creditably organise, maintain and direct activities in youth organisations” (Massey 1948). Prospectus at the time boldly asked “Have YOU considered a Vocation in Christian Leadership of YOUTH(sic)” (YMCA College 1955).

The only training available in Australia from 1947 – 1963, the course was successfully delivered at this site, with only minor changes to the curriculum and delivery during this time. Students studied a range of topics and courses under the broader headings of The Behaviour of Man, Man and Society, Religion and Christian Education, Health and Physical Education, Youth Work and Programme Skills. The last included the subjects of dancing (folk and square), apparatus movements, aquatics, music, group actives and speech (YMCA College 1953).

In his interview Neil Newling graduated from Homebush in 1963 and describes the program and curriculum.

_We sat in class for sessions from 8 am – 1 pm everyday then you went to ‘do’ your work. That is, you worked with YMCA youth groups in and around Sydney. The emphasis was very much on the practical stuff, like sport and dance. The academics felt tacked on. There were lots of sessions reflecting on issues … Theology was our core topic._

2.5 1950s AND 1960s: THE GOVERNMENT JOINS IN

A significant shift in youth work training occurred in 1956, when the Victorian State government legislated that £20,000 be set aside for the training of leaders from youth organisations which halted similar private discussions that had been occurring for several
Created for training the staff of voluntary agencies, it opened officially in Melbourne at Lisson Gve., Hawthorn on 24 August 1962, the graduation day for the statutory officers of Youth Welfare, Family Welfare and the Prison Divisions who had participated in the first Combined Part I Course offered. In the following year four new courses, including *Parts II and III for Childcare and Youth Workers*, were added to the delivery schedule (Ewen 1981, ISW 1976).

Although training in Australia would appear to have been heavily influenced by the United States, youth work itself continued to be influenced by overseas events, particularly in Britain. In the United Kingdom, the Albemarle Report (1960) shifted youth work into centres that were ‘springing up’ across Britain due to a substantial increase in funding grants. For Australia, where clubs had been the focus for youth work for some time, the status quo continued though with a greater emphasis on youth work in clubs.

During the 1960s significant changes in Australian pre-service training for youth work occurred, which saw the establishment of two training providers in Australia offering similar courses but with initially significant differences. In 1964, the YMCA Board relocated the Sydney-based Diploma course to Melbourne so that all of their major training would be more closely associated with the work of the National Council which was located in that city (Ewen 1981, YMCA 1964). With some courses delivered at RMIT on its city campus, interstate students had to relocate if they wished to gain certification in this area (YMCA Minutes 1964). Continuing to offer a similar course to that delivered in Sydney, the Christian-based diploma was delivered over two years in subjects such as *English, Psychology, Industrial Administration, Sociology, Statistics, Economics and Personnel Management*.

This contrasted dramatically with the newly created ISW youth work course, which began in 1963, and awarded students their results after 40 days of training. Also located in Melbourne, students studied fewer subjects, attending lectures and classes on *Youth Work, First Aid, English Expression, Arithmetic and Rules and Regulations and Procedures*. Delivered by outside organisations, students were also required to undertake observational visits and supervised field excursions as part of their studies (Social Welfare Department 1963:6). In 1966 this became a 2-year course and the curriculum was expanded accordingly, bringing it more in line with what was offered by the YMCA (Social Work Department 1971:22). Students were now examined in various subjects including *Communication, Psychology, Sociology, Working with Groups, Administration, Practical Work, Welfare Law and Youth Work* (Social Work Department 1971:10).

Employing a tutorial system similar to that used in a university, students had access to additional individual assistance if they so desired which was particularly utilised by those
studying in the *Diploma of Youth Leadership* course. And yet a pointed statement in the 1976 ISW Handbook highlights that working youth work students tended to have the same problematic class attendance record as those who had studied at the University of Melbourne during the 1940s.

In 1967, the Training College was renamed the Institute of Social Welfare (ISW) in an effort to give a positive emphasis to the training conducted there with the Training Division ‘expected to play an increasingly important role in training people who make a real contribution in the welfare field’ (ISW 1976).

Although providing essentially the same training, the differences between the two courses were apparent. At ISW students paid only for stationery and additional costs relating to camps and work placements related to their course and, unlike their YMCA counterparts, the statutory students, or those undertaking the course as part of their employment conditions, received their full salary while studying. Those working for voluntary organisations were paid their salaries while the remaining ISW students received government bursaries (Ewen 1981, ISW 1976).

Joe Morris, a former ISW student who graduated in 1966, remembers his time at ISW positively, although he did fail trampolining. Twenty-three years of age when he began, he attended classes every day and participated in placements two nights a week throughout the course at the Croydon Youth Club, TRY Youth and Community Services in South Yarra and various holiday camps. In his interview he believes it was here that he

“...learnt how to be a youth worker so it was no shock when I started working after the course.”

In 1968, the ISW renamed its course the *Diploma of Youth Leadership* so there were now two providers awarding the ‘same’ qualification. The curriculum for both courses in 1967-68 worked on the assumption that graduates would manage youth clubs and/or centres as this was seen to constitute youth work at the time (Joe Morris 2013). Students consequently studied *Administration, Codes of Values, English Expression, Group Work, Psychology and Human Development, Community Recreation, Sociology, Youth Law, Arts, Crafts and Hobbies, Historical Principles and Practices of Youth Work, Physical Recreation and Practical Training* (Ewen 1981). That the majority of graduates from both courses went on to work in the YMCA, the largest employer at the time, was simply a fact (Joe Morris 2013).

In 1968, the YMCA gained recognition as a tertiary institution from the Commonwealth Department of Education and received financial support from the Commonwealth Department of Tourism and Recreation and the Victorian State Department of Youth, Sport and Recreation in recognition of the work they were doing for the youth sector (YMCA College for Leadership Training 1975-6).
As further study in youth work was not possible in Australia, many Australian YMCA graduates travelled to Springfield to continue their education and anecdotally are said to have created a shift in the youth sector at the time, bringing back different practices including outreach/street/detached work as a new method of working with young people (Newling 2013). Soon attracting Victorian government funding for numerous projects, workers took their services to young people, many of whom were seen to have abandoned traditional youth services and clubs (Van Moorst 1986).

2.6 THE MOVEMENT TOWARDS PROFESSIONALISM

The establishment of the Youth Workers’ Association (YWA) in 1967 legitimised youth work as a profession in Victoria (Maunders 2009). In 1973 the Association commissioned Hamilton-Smith and Brownell to produce the study *Youth Workers and Their Education*. The Association had identified that youth work embodied a set of professional standards and ideals and an acquired body of knowledge and skills which made youth workers a specialised occupational group. In an effort to strengthen their position for better working conditions and recognition, the Association wanted to know more about:

- “The roles currently filled by salaried workers.
- The relationship of those roles to the education of professional youth work.
- The factors likely to affect future youth work development, and in particular, professional education and practice.
- The conceptualisation and practice in other countries and its possible implications for Victoria” (Hamilton-Smith and Brownell 1973:18).

The researchers identified a number of problems which began with defining what a youth worker is, an issue which still resonates today. Four categories were identified and used for their research:

- “Those primarily responsible for the overall administration of a state or regional program.
- Those primarily responsible for training, consultation, liaison and other field duties.
- Those primarily involved in direct service to groups of young people and in charge of other salaried staff.
- Those primarily involved in direct service to groups of youth and not responsible for other salaried staff” (Hamilton-Smith and Brownell 1973:18-19).

Beginning their search for suitable candidates for their study with the Association’s own membership list, they broadened that to include agencies which worked predominantly with young people and voluntary organisations such as the YMCA, churches and local government. In all they interviewed 173 youth workers throughout the state of Victoria about their perceptions of their roles and the relevance of the training they had received (Hamilton-Smith and Brownell 1973).
The most important proposal to emerge from the document was that professional youth work education be conducted within mainstream post-secondary education. Hamilton-Smith and Brownell (1973) believed this would provide a satisfactory foundation of community work and administration skills while keeping all aspects of the current field work teaching and education on offer at the time. Within a few years the move to higher education would eventuate although a change in curriculum emphasis would occur over time.

2.7 THE 1970s: A DECADE OF SIGNIFICANT CHANGE

As the new decade began, 1970 would continue in the same vein as the 1960s had ended including a high degree of community concern for young people who were seen to be increasingly engaging in drugs, violence, delinquency and other behavioural excesses (Hamilton-Smith 1971b).

In 1970, with a population of 12,507,000 (ABS 2012), the country was led by Prime Minister John Gorton and Gough Whitlam was the opposition leader (National Archives of Australia 2016). In the sporting world Carlton and the South Sydney Rabbitohs would win their respective premierships (Anderson 2010, Rugby League Project 2016); John Newcombe won both the singles and doubles at Wimbledon and Margaret Court became the second woman to win a tennis grand slam (International Tennis Hall of Fame 2016a, International Tennis Hall of Fame 2016b). Pope Paul VI (Totus Tuus 2016) and the Queen (ABC 2016) both visited and women were challenged by Germaine Greer’s *The Female Eunuch* to reassess their roles in society (SLV 2016). Uranium was discovered and the metric system slowly began to change how we would measure the world around us (National Archives of Australia 2016).

An investigation into police corruption named three senior Victorian police officers as part of an alleged abortion protection racket (Skelton & Shiel 2004).

Simultaneously, the growing backlash to the Vietnam War produced an undercurrent of unrest that would not go away until Gough Whitlam came to power in December 1972 and all Australian troops were brought home. Public opinion had begun to turn in 1969 and draft resistance grew as the decades turned over. Three moratoriums in Melbourne, involving almost 250,000 people from May 1970 to June 1971, brought together all of those across society who opposed the war and the conscription of 20-year old males by ballot which had been occurring since 1964. Van Moorst, a student activist in Melbourne at the time, described the impact of the moratorium movement that had begun the year before and how the movement went from protest to resistance in the courts and universities of Melbourne and Sydney as the need to actively destroy conscription grew as those involved made sure that Australia’s young men could not return to Vietnam or any future war (Living Peace Museum 2016).

In terms of youth work, more facilities were made available for formal sport than ever before, as well as buildings generally. Patterns of participation, as noted by Hamilton Smith (1971b), were those between 8 and 13 years of age participating in formalised sport, while adolescents were more likely to interact through informal social actions. Those from lower socio-
economic backgrounds were less likely to be involved and males were more likely than females to be part of the youth scene of the day.

In 1971 the ISW course was extended from two to three years in duration. It proved to be so popular that the course was moved from the Hawthorn site to Toorak as a temporary measure, in an effort to address the resultant overcrowding issues. The following year, although the part-time courses stayed at the Hawthorn address, all other courses were transferred to Watsonia when the College purchased the property now known as Loyola College (Ewen 1981, ISW 1976).

In 1973, the YMCA College Council put forward a number of changes to its program following a four-month review which involved staff, graduates and students. Gaining full Council support and affecting all students who enrolled the following year, the program was lengthened from two to three years in duration and implemented a new tutorial system which was deemed a ‘radical change’ in the fieldwork procedure. The approved YMCA syllabus included *Psychology, Social Studies, Health and Physical Education, Principles of Practice and Techniques of Youth Work* as well as *Group Work, Camping, Community Recreation, Administration, Christian Faith, Knowledge and Action*, and skill development in *Team and Individual Sports, Group Activities, Drama, First Aid, Games, Music and Public Speaking* (Ewen 1981). A restructuring of some of the courses and an increased involvement of current youth workers into the program saw students timetabled to spend the first seven months of the final year of study ‘as a youth worker in an approved youth work situation’ before completing a three week full-time course at the college between August and September of the same year. Designed to ensure that students would gain the full knowledge, skills and experience required to work successfully in the field upon graduation, the YMCA course was more in line with ISW course which had made similar changes at least two years earlier (Ewen 1981, YMCA College for Leadership Training 1975 - 6).

Chris Bull (2013) was a student at the YMCA during this time and remembers that the course

> “... emphasis was family sociology, youth work and group work that was practical. And the function of Christianity, which the laws reflected, as well as our social values. So it was all linked to child/adolescent development and counselling.”

As well as keeping up with his classes, he was required to complete two placement shifts each week and a six-week summer vacation practicum, of which at least half had to be spent camping. In his first year (1974) he worked with street-based migrants who ‘wanted to be Aussies’, took camps and spent two hours per week at the Balwyn YMCA Drop-in Centre ‘with the latch key kids’. The following year he worked part-time in a 300-bed hostel for males. Involving mainly outreach work

> “... it involved more sex working boys and drug users in the 15 – 18 age range than anything else. My job was to maintain the support structures for the kids and on
Saturday morning bail out the kids from the cop shop who had been picked up for drunk and disorderly. I also ran a Darwin holiday camp for 2 weeks after Cyclone Tracey and ran the evacuation centre of less than 100 beds for 1200 people over 4 nights. We also supported the relief crews. Dozens of time each night we had to support the drunk men who were dealing with the post-trauma of the day.”

The curriculum for years one and two were again updated in 1975 and saw the essential core subjects now being Youth Work, Psychology, Sociology, Group Work, Philosophy and Ethical Studies. Administration, Communication Methods, Applied Physical Education, Arts and Crafts, and First Aid made up the practical, applied aspects of the course and a greater emphasis was given to creative activities such as drama, arts, crafts, dance/movement, writing and self-expression.

“Youth Work in Australia has tended to focus on physical activities; YMCA College has made a deliberate effort to encourage the wider use of CREATIVE ACTIVITIES (sic) in working with young people”. (YMCA Annual Report 1976:2)

Although creative activities had been implied in earlier timetables, and was a strong emphasis of the student selection process, the addition of Arts and Crafts and Elective Skills to the curriculum, complemented the physical activities of Camping, Community Recreation and Physical Education which had been timetabled for many years (Appendix Twelve).

The 1976 Annual Report goes on to say that its greatest innovation to the youth work curriculum was in the area of professional and personal development, the purpose of which was to look at the youth worker’s own functioning within personal and professional relationships. The Board noted this was unique in youth work training at the time (YMCA College for Leadership Training 1976).

After the curriculum restructure in 1976, the Diploma of Youth Leadership was renamed the Diploma of Youth Work. The Board felt that the previous title did not reflect the changes which had occurred in the sector where “…a ‘youth leader’ (now) usually refers to a voluntary (unpaid) worker’ (YMCA College for Leadership Training 1976:2).

2.8 THE BEGINNING OF THE AMALGAMATIONS

In 1975, the YMCA initiated an ad hoc consultation called The Future Significance of and Desirable Levels of Training for Youth Work. Involving representatives from the two training providers and the YWA, the report was widely circulated and is said to have generated good discussion within the youth sector (YMCA College Council 1975a, YMCA College 1977). This occurred at the same time as the YMCA began informal discussions with the State College of Victoria Coburg (SCV Coburg) about the possibility of becoming affiliated (Eadie 1976). State approval was required before discussions could precede further (Langshaw YMCA College Council 1975a).
That same year there was a public announcement by the Victorian State Government that once a suitable alternative was found the ISW would be phased out from 1976 (Denholm & Ling 1990, SCV 1976). In September of that same year, negotiations between the YMCA and SCV Coburg were near completion and led to SCV Coburg taking over the delivery of the YMCA’s Diploma in its entirety, including two staff and all students in time for the following academic year (Cahill 2010, Denholm & Ling 1990, Eadie 1976, Ewen 1981, Maunders 2009, YMCA College Council 1975b, YMCA College for Leadership Training 1976, Youth Affairs Council of Victoria 2004).

“We are convinced that this transfer is in the interests of professional Youth Work not only in Victoria but throughout Australia. It is remarkable that it has been achieved in less than a year.” (YMCA College for Leadership Training 1976:3)

The ISW was also approached but was not able to join the amalgamation because of the limitations posed by funding at the time and the student numbers involved (Ewen 1981).

According to John Ewen (1981) “The aims of Youth Work training, on the basis of this rationale, were:

a. to prepare Youth Workers with a sound conceptual and theoretical basis for Youth Work;

b. to develop Youth Workers with thorough understanding of the needs and interests of young people in their communities;

c. to cultivate insight into the socio-cultural-political structures and processes in which young people are involved;

d. to provide interpersonal and group skills necessary in working with young people in the development of their own communities; and other practical program skills required in Youth Work;

e. to provide practical experience in Youth and Community Work with a view to integrating theory and practice, at increasing levels of responsibility in a developing process;

f. and to facilitate the personal and professional development of Youth Workers” (Ewen 1981:43).

The accreditation submission to the State College of Victoria for the new Diploma of Youth Work course at SCV Coburg was put forward in 1976 with the rationale that it should focus on the basis of youth work – young people in their communities. The new program was broken into two streams, the first being the academic core which consisted of five areas of study:

1. Youth Work – students gained a foundational knowledge by studying the development and methods of youth and community work,
2. Psychology and Human Development – provided knowledge about the development, interests and needs of young people within the broader spectrum of human development

3. Sociology and Political Studies – students developed an understanding of community structures and processes from a socio-cultural-political perspective and learnt how this affects young people. Students then learnt how to develop the strategies and methods required when working within the structures and systems available to them.

4. Group Work – examining the theories and applications of developmental group work methods with the view of contributing to the personal, social and cultural leisure development of young people within the context of groups

5. Philosophy and Ethics – students studied the fundamental philosophical perspectives with respect to the nature of man’s existence in society in order to clarify their own philosophies, attitudes and values.

The second stream was comprised of the electives, which were designed to balance out each student’s strengths and deficiencies, and included Administration and Management, Educational Studies, Physical Education, Outdoor Recreation, Welfare and Urban Studies. In addition to this were the applied skills of communication methods, creative activities, first aid and safety. Field education, with regular review and evaluation, involved students applying theory and skills at increasing levels of responsibility posed to them throughout the three year course (Ewen 1981).

Before the first year was completed, the staff at SCV Coburg would implement changes to the curriculum for the following year of 1978 so the course would be more coherent and flow better in regard to delivery, understanding and skills development. Units were merged to reduce the areas of study from five to four areas which would allow for a greater degree of continuity and contact within the course. It was also deemed that this would provide a closer connection between the practical and theoretical aspects of the course and field work would be restructured so staff would gain a more continued contact with students during their studies (SCV Coburg 1977).

As a result, the first year became a foundational, introductory course and years two and three more specific to youth work, which staff believed was more positive and ensured the last year no longer felt ‘tacked on’ as an after-thought. Maintaining that the basic skill necessary for youth workers was group work, this was increased in terms of delivery while ensuring that an ‘acceptable academic standard as well as … practical skill’ was maintained (SCV Coburg 1977). Students would study Youth in Australian Society, Counselling, Community Development, Group Work, Sociology and Psychology while reducing what was deemed as the non-academic content of Physical Education and Drama (SCV Coburg 1977). The shift towards knowledge as opposed to skills had begun.

Students spent 17 hours’ contact time at the College per week which was thought to be more than adequate given the number of hours dedicated to field experience now divided over the second trimester of years two and three, rather than undertaken as a single six months’ block
in the third year of study. In the first year students would undertake the course, *Principles and Practice of Youth Work*, which would combine the history of youth work with program development, planning, volunteer training and camping. It was thought this would allow staff to help students gain a more coherent and logical understanding of youth work before they began to practice in the field (SCV Coburg 1977).

In an effort to ensure suitable expertise on staff the SCV Coburg recruited new staff from the United Kingdom including Alex Ferguson, Rod Baxter and David Maunders during the 1970s and 1980s.

### 2.9 1980s: A PERIOD OF RAPID GROWTH

An increase in the number of pre-service training offerings occurred during the 1980s, in response to Ewen’s report *The Education and Training of Youth Workers in Australia. A Discussion Paper* (1981). Written for the Office for Youth Australia (OFA), Ewen, another Englishman recruited to take up a position of leadership and development at SCV Coburg, was seconded to Canberra to complete the report before he took up his role.

The purpose of the report was to carry out

‘… an examination of the adequacy of training of youth workers in Australia… review existing training being provided by tertiary institutions and other agencies, assess its adequacy to Australian needs and put forward proposals for improved approaches to such training’ (Ewen 1981: v).

After discussions with many involved within the sector at the time, as well as the analysis of current documentation and a postal enquiry to those tertiary institutions offering youth work training, Ewen concluded that:

1. Youth work was a recognised activity that worked predominantly with 15 – 25 year olds
2. The number of youth workers had almost doubled in six years which had been triggered by Commonwealth Government initiatives around youth employment at the time (Ewen 1983: 123).

Determining that there were approximately 3000 full time youth workers in Australia in 1980, Ewen anticipated a required increase of upwards of 50 per cent within the next decade. That SCV Coburg had been graduating on average 35 students each year was acknowledged as disproportionate to the number of workers that Ewen had identified during the study. Pre-service training was deemed as the way forward as it provided a ‘qualitative improvement in performance’ and encouraging more providers of pre-service training was seen as a positive advancement by Ewen (Ewen 1983:124-125).
In 1982 SCV Coburg and the Preston Institute of Technology amalgamated to become the Phillip Institute of Technology (PIT) (Carroll 1995, Maunders 2009) and offered two specific youth work qualifications:

1. the *Diploma of Youth Work* - the original YMCA course now funded by the Australian Tertiary Education Commission and widely recognised as a professional qualification that allowed graduates to work as Youth and Community workers under the Youth Work Award (PIT 1983:259)
2. the *B.A. (Youth Work)*, Australia’s first official pre-service youth work degree (Carroll 1995) which continued to offer the pre-service youth work course (Denholm & Ling 1990).

Both were of three years’ duration with similar intake requirements – the completion of Year 12 or an equivalent, suitable experience within the field - two years for the Diploma - or as a mature aged student - 21 years for the Diploma and 25 years for the degree program. But this was where the similarities ended. Overall the Bachelor degree was less rigorous in its time demand than the Diploma with students in the former program committing to a total of 1080 contact hours compared to the 1790 hours the Diploma students were required to complete in the same period of time.

The number of subjects that had to be completed saw the undergraduate students finishing 12 subjects during their course time as opposed to 15 plus electives by the Diploma students which were more vocationally focused. Diploma course titles included *Principles and Practice, Social Aspects of Youth Work, Youth Welfare Studies, Community Studies and Ethics* and *Values Formulation* while their degree counterparts studied *Community Development, Psychology, Sociology, Youth Affairs* and the like. The number of hours dedicated to the practicum also differed with the Diploma students required to complete 1620 hours, twice as many as the B.A. group which needed only 800 hours over the three years (PIT 1983). In over 30 years the different requirement comparisons for Diploma and undergraduate students in Australia continues and was one of the major drivers of this study.

The Diploma was soon phased out. However, a third option available to students was the *Graduate Diploma in Community Services* with a youth work strand for those who wished to specialise in this area of work. It was designed for those who already held either:

1. A *Diploma in Youth Work* and substantial experience
2. A qualification in an allied area such as social work or education
3. A general degree and yet had no vocational training in the area of youth work (Denholm & Ling 1990).

Designed ‘...for the public service and major agencies concerned with youth’ with the intention of focusing on policy, planning and management, the program provided ‘more effective employment and training’, the undergraduate degree focused more on the areas of
youth affairs, providing the necessary skills and knowledge to work in this area after three years of study (PIT 1983:311).

In 1984 the Western Australian College of Advanced Education, which later amalgamated with Edith Cowan University, offered an Associate Diploma in Community Studies (Youth Work) and added a B.A. in Youth Work in 1986. Designed to prepare youth workers with a sound conceptual and practical understanding of the issues, skills and resources necessary to ensure all work with young people was effective, the program’s rationale was to produce

“… able and competent youth work practitioners able to think critically and intelligently about their work and the work of others … work with integrity towards ends consistent with thought through value stances or ideological positions.”

(Denholm & Ling 1990:26)

Applicants, mainly mature aged students who either lacked a high school education or had not studied for some time, studied six subject areas: Individual Contact, Project Contact, Advocacy and Social Education, Resourcing Research and Information, Management and Administration and Youth Policy (Denholm & Ling 1990).

A year later, the Milperra College of Advanced Education in New South Wales, which was later to be known as both the Macarthur Institute of Higher Education and eventually the University of Western Sydney, introduced an Associate Diploma in Community Studies (Youthwork). Students were able to specialise in youth work, social welfare or criminal justice (Bowie 2005, Denholm & Ling 1990).

2.10 1990s – CHANGING TIMES

The 1990s would prove to be a decade of significant change for youth work education with the number of programs increasing and university standing granted to the original YMCA course in 1992. As part of the tertiary education restructure begun in 1988, as previously discussed in chapter one (Moodie 2003, Waters 2005, Wheelan 2008), PIT had amalgamated with the Royal Melbourne Institute of Technology (RMIT) and became RMIT University after State legislation on 1st July, 1992 (Carroll 1995). In 1995, Victoria University (VU), in Melbourne, and the University of Western Sydney (UWS) (Bowie 2005), both offered a three-year degree, as did the Australian Catholic University (ACU) at its Melbourne campus, in 1998.

During this time the curriculum slowly changed to one that is more recognisable in 2016, with the replacement of practical elements such as skills development, administration, management, sports and crafts with sociology and psychology subjects. Deemed to be of greater importance this shift in curriculum coincided with the gradual removal of placement from the first year of study. HE tertiary educational providers determined that students needed to understand why young people behave the way they do before they could undertake
their practicum component which continues to be the case in 2016. The amount of industry consultation in relation to these changes occurring at this time is unknown.

In comparison, in 1993, for example, RMIT University students worked towards a Bachelor of Arts (Youth Affairs) completing the following in three years:

- A Youth Studies Major (two compulsory units in Youth Studies and four advanced electives)
- A minimum of six Social Science Units (Sociology, Psychology and Social Research)
- Four compulsory courses from the approved Professional Studies units (Social Group Work, Community Development, four electives from the Youth and Community Practice or Public Administration pools)
- A minimum of four approved elective semester units from any of the University’s offerings
- Field Practice (full-time students) or Field Investigation (Part-time students) with a weekly tutorial:
  - First year: 25 days made up of four week blocks and five days of continuous placement (one day per week) in an agency with the emphasis on face-to-face work with young people
  - Second year: 29 days in the field, working at an agency.
  - Third year: a total of 50 days plus tutorials (28 hours) focused in a community agency for which a field of study and a research project or investigation within that agency was conducted and presented as a 3000-word report (RMIT 1993).

In 1998, students at UWS, Macarthur were offered the newly designed Bachelor of Youth Work at the Bankstown campus. Studied over three years/six semesters it was the only youth work degree course on offer in New South Wales and was built upon the success of the previously delivered Associate Diploma in Community Studies (Youth Work) and the Bachelor of Social Science (Youth Work).

Taking 22 subjects, eight were studied in the first two years and six were taken in the final year, when two subjects were worth twice the value of the others. Subjects included Psychology, Sociology, Group Skills in Youth Work, Families and Family Policy, Community Change Strategies Research and The Human Services. Aimed at imparting the “… necessary skills, knowledge and attitudes required for youth work through a combination of in-class learning, field practice, group work, negotiated learning and self-direct learning” (UWS 1997:14), the UWS Macarthur Bachelor of Youth Work Course Review Document (1997) notes that the teaching strategy will “… move from a more teaching directed style …. to … a collaborative approach, through to a facilitatory style” throughout the three years (UWS 1997:15). In addition, students were to complete 600 hours of Field Practice across the four subjects of Youth Work Field Education 1 and 2, Youth Work Project and Youth Work Access.
The introduction of vocational education, as it is understood in Australia in 2016, began in 1992 when an agreement was reached between the Commonwealth and all State and Territory governments to legislate a set of national training arrangements. The result of intense industry lobbying from the previous decade, it was an attempt to address a significant skills shortage that had been identified. Seen as an economic failing, it would be four years before the Australian Federal Government introduced the newly developed national vocational industry training package (Youth Affairs Council of Victoria 2004, Smith 2007b) and took control of the country’s accredited vocational courses and Training and Further Education (TAFE) institutions.

By 1997 the transfer was complete with accredited courses for various industries, including youth work, configured into the new Training Package formats, which were endorsed by the relevant sectors, ensuring that what was studied was required on the job (Smith 2007). With the intention of balancing “… the growing demands of training orientated to corporate needs” (Smith 2007b:2) each national industry-based competency standard comprised of the skills and knowledge required to perform a job with industry implementation guidelines. The curriculum, taught by industry experts, would be “an accumulated bank of valuable knowledge ... organised for the purpose of instruction” (Smith 2007:36-37).

The educational purists of HE vigorously protested against the new Competency Based Training (CBT), seeing it as a degrading of tertiary education. Perceived as little more than training which, it was assumed by its critics to be the passive supply of information from the instructors to the students and the dissemination of skills without the necessary supporting contextualised knowledge (Broadbent and Corney 2007, Chappell 2004, Corney et al. 2009, Grogan 2004, Kemmis et al. 2009, Kemmis, Sutcliffe & Ahern 2009).

2.11 2000s – A NEW CENTURY

At the turn of the century the majority of providers offered either HE or vocational studies in their program delivery schedule with the number of vocational options growing steadily while HE options remained the same at the beginning of the millennium. Victoria University was an exception when, in 2003, youth work students began their undergraduate studies by completing 25 units over two years to gain the CHC50999 Diploma of Community Studies (Youth Work). All over 20 years of age, with a Year 12 completion and either paid or unpaid experience gained from working in the sector, students completed subjects such as CHCYTH3A Support young people to take collective action, CHCNET2A Maintain effective networks, CHCYTH7A Respond to critical situations including risk of violence and CHCYTH5A Manage youth programs (VUT 2003b). Those who successfully finished the program were then eligible to add an additional year of study to gain the Bachelor of Arts – Youth Studies. Adding eight courses of theoretical knowledge, courses included Policy and Civics Education, Action Research 1 and 2, and Youth Policy and Practice. Students also took two electives of their choice (VUT 2003a).
By the end of the decade falling enrolment numbers made youth work an economic liability and led to the dramatic reduction of HE programs. By the end of the decade only four would remain – ACU, RMIT University and VU in Melbourne and ECU based in Perth. The number of VE providers continued to grow and the popularity of the format was reflected in upwards of 5000 graduating each year with a Diploma of Youth Work across Australia (Newling 2014)

2.12 THE CURRENT STATUS OF YOUTH WORK AND ITS EDUCATION IN AUSTRALIA (2010-2016)

In the second decade of the 21st century the focus of youth work in Australia, as elsewhere in the world, is predominantly determined by funding applications, the majority of which are created and influenced by the priorities of various levels of government and philanthropic entities. However, the impact of federal government budget cuts in recent years has seen the loss of a number of key services which have supported those working in the youth sector.

Alarm bells echoed throughout the sector immediately after the 2013 election when a youth minister was not appointed as part of the Abbott government, nor a dedicated youth portfolio set up. Echoing similar experiences in the United Kingdom, the entire federally funded youth engagement line, responsible for National Youth Week, the National Youth Awards and the National Youth Week Committee and website, was cut by 80 per cent in the 2015-2016 budget, and will cease altogether after June 2017 (Jabour 2015, YACVic 2015).

Since then a number of key services that had been underwritten by the federal government have lost their funding and are now defunct or in danger of closing their doors forever. One of these is the Australian Youth Affairs Coalition (AYAC), the peak body for 4.3 million Australians aged 12-25 and the hundreds of thousands whose work is to support them, is one of these. Losing its federal funding in the 2014 budget, it has managed to keep going by ‘operating on extremely limited resources’ (AYAC 2016). However, if it “… does not receive new funding in 2016 it will be forced to cease operating completely by the end of the year” (AYAC 2016).

The Australian Clearinghouse of Youth Studies (ACYS) was forced to cease operation with only six weeks’ notice after 30 years, at the end of June 2015 (ACYS 2015, Jabour 2015). Based at the A repository of University of Tasmania, it had been funded by the Department of Employment and Training (DoET) and provided “… information and analysis … to the youth sector, to policymakers and to researchers working with and for young people in Australia… including youth workers, policymakers, researchers, community workers, teachers, academics and government themselves” (AYCS 2015).

In 2016, the funding cuts have continued, this time leading to the closure of a number of youth mental health facilities (Rosen 2016). Again, the Early Psychosis Youth Service (EPYS), delivered by Headspace across the country, received six weeks’ warning that
funding would cease at the end of June (Opie 2016). Despite calls for funding to be reinstated by prominent figures in the sector, including the psychiatrist and former Australian of the Year, Patrick McGorry, have called for a change of policy but to no effect (Nicholson 2016).

2.12.1.1 Higher Education Offerings

The curriculum for HE courses has been refined even further since being handed over to the tertiary education sector over 40 years ago and continues to provide a predominantly theoretical focus that dominates over practical skills, which represents, on average, less than ten per cent of a student’s study load.

Although a formal qualification has never been required for working in the youth sector in Australia, industry is increasingly seeking and preferring qualified workers (Newling 2014). With fewer than 200 HE graduates across Australia each year, the urgent need to fill a position often takes priority, resulting in a large proportion of untrained workers, including volunteers, taking on many aspects of work in the sector, such as mentoring (Choy, Bowman, Billet, Wignall & Haukka 2008).

In 2016, potential HE youth work students in Australia have four study options to choose from – Australian Catholic University’s Bachelor of Youth Work, RMIT University’s Bachelor of Social Science (Youth Work) Victoria University’s Bachelor of Youth Work and Edith Cowan University’s Bachelor of Youth Work. The first three are all located in Melbourne and ECU is in Perth, reinstating the undergraduate degree in semester 2, 2014, after a three year hiatus. Each is for a standard three year’s duration, requiring full-time students to complete four subjects per semester for a total of 24 courses over the life of their degree. With the common goal of graduating youth workers who are able to work successfully in the field at the end of their studies, Appendix Eleven highlights that each program emphasises a slightly different aspect of youth work.

The Australian Catholic University’s Bachelor in Youth Work, for example, sees students completing the following Schedule of Unit Offerings for 240 credit points (cp):

- 70 cp from a Major in Youth Work including all Core Units
- 80 cp from a Major in Sociology including all Core Units or 40 cp from Core Units in Sociology and 40 cp from Counselling Units, including all Core Units
- 20 cp from University Core Units
- 20 cp from Program Core Units including YSED205 Ethical Principles and Practice of Youth Work as part of the Youth Work major
- 30 cp from Practicum Units
- 20 cp from Electives (2) which are studied in the first year (ACU 2016).
Subjects include titles such as *Youth Work in Community Settings, Australian Indigenous Peoples – Past and Present* and *Understanding Self and Society*. Six courses of Sociology are included on the timetable, two of which are named – *Introduction to Sociology* and *Sociology of Gender* – and the remaining four are timetabled as *Any Advanced Sociology*, giving the choice back to the students to follow any line of study in this area that is of particular interest to them.

At RMIT University the emphasis of the undergraduate youth work degree is to ensure students graduate with “… knowledge in youth work policy, social action, planning, management and evaluation…” (RMIT 2016:8). As such, courses that students study include *Power and Governance, Program Management and Evaluation, Youth Studies and Social Action* and *Youth Policy (Youth Work Theory and Practice 3)*. Covering a range of major studies, students are also able to select four electives, one per semester in the second and third years of study, to pursue areas of personal and professional interest.

ECU students complete 17 core subjects over the three years of study and one elective each of the six semesters. *Youth Work Professional Practice* is divided into Parts A and B over the second year of study, counting as one course in the delivery schedule. Designed to provide graduates with “… the essentials of youth work as an embedded practice within community work” (ECU 2015), students complete studies in subjects such as *Youth Issues, Ethics in Human Services, Theories of Youth and Principles of Youth Work*.

All of these degrees are stand-alone offerings into which students from other programs, such as VE options or the Commonwealth Secretariat’s *Diploma of Youth Development*, may enter and possibly receive Recognition for Prior Learning (RPL) for previous study undertaken. Victoria University differs greatly on this count, offering a suite of study options to students starting at the Diploma level through to Ph.D. Undergraduates undertake a *Bachelor of Youth Work* for which they may receive 18 months credit if they studied a *Diploma of Youth Work* at Victoria University prior to commencing the undergraduate degree. Victoria University’s initial articulated degree has been supplemented with new single and double degrees in youth work and Student Welfare, an advantage in the new contestable market that also provides relevant methods to Education students who wish to expand their breadth of knowledge in the youth field. Students complete subjects such as *Working with Diverse Young People* and *Holistic Practice with Young People* but are unable to choose any electives.

Another similarity that is also a difference between the four programs is the emphasis given to the practicum component in each program with none offering a WIL opportunity to students during their first year of study. Rather, they begin their practicum components in second year after learning about the history of youth work and models of practice, such as VU’s timetabled *Youth Work Practice (Theory)*, in their first year. RMIT University is the exception, with it being possible that students may not engage with a young person before their last semester of study.
Only ACU openly states on its website that “Students are required to complete two practicum placements in the course. In second year … 200 hours (6 weeks) in an agency working with young people and, in third year … 300 (8 weeks) placement hours in an agency that works with young people” (ACU 2016). In contrast, RMIT University students complete 35 days of practicum in their third year, a total of eight per cent of their total study load which compares dramatically with the 33 – 50 per cent required by overseas programs that make up this study (RMIT 2016).

ECU is the only degree program to offer an on-line study possibility as opposed to the preferred on-campus, face-to-face option of the other degrees. Online courses may be possible within each program but the traditional teaching method for Australian youth work programs is traditional lectures and tutorials with online support provided through Blackboard or Moodle.

The quality and selection of students entering the current undergraduate youth work programs continues to be a major concern, as discussed in detail in chapter one. The continued heavy reliance upon the Australian Tertiary Admission Rank (ATAR) score, given to all Australian Year 12 students upon the completion of their final exams, for selection purposes sees little change in the selection process for youth work students in more than 20 years. Ranging from undisclosed (VU) to 70+ (RMIT), this contrasts significantly with the United Kingdom where student selection takes between one and two days, and includes several rigorous interviews and group exercises in that time. Successful candidates must also demonstrate significant experience of working in the youth sector, usually a minimum of two years, confirming that this is a vocational decision. Although desirable this is not a pre-requisite in Australia and adds to the concern that those entering the degrees are not necessarily exceptionally academic students entering flagship programs.

That Australian HE degrees are not accountable to an outside validation process but only to their own university administration requirement in 2016, could be seen by outsiders to attribute to the lack of uniformity between the degrees in regards to WIL requirements, courses studied and student quality. With no compulsory, routine external validation process in place, such as was written into the New Zealand degree at the time of writing, or in the United Kingdom where every degree is validated every five years, this means there is no accountability to ensure that Australian HE youth work degrees deliver current practice and theories related to the industry they are training workers for.

That university processes can be particularly slow when wanting to implement change to a HE program is a worldwide issue and often resulting in HE programs ‘lagging’ in credibility in relation to current practice. Consequently, programs may be out of touch with current practice as was supported by comments made by youth work agencies (YWA) who, when asked if they believed educational institutions respond quickly enough to social issues in regards to training needs in the industry. The typical response was.
No. There is always a time lag as many staff and personnel (at universities) are detached from the field so they’re not as aware of the real issues. (YWA11)

Other agency representatives identified further key issues that they believe are hampering recent graduates.

There is a huge void between training and study and the ‘real’ world’. It’s a huge learning curve for all between the classroom and the reality they encounter in our program. The reality checks are forceful. (YWA6)

There is a need to add admin skills such as PowerPoint presentations to the courses because really the job is 90% paperwork. (YWA7)

Recent graduates also identified issues in regards to their programs and the work they were expected to undertake after graduation when asked if they believed they had received the necessary skills and knowledge required to undertake the profession.

No as I felt I left the course not equipped to do the job. I had no mental health or AOD training within the degree. And not enough about difficult/aggressive people so I need more practical skills in that. And I need to know about diagnosis. (RG19)

That a qualification is not required to gain employment within the youth industry of Australia is important to remember and does beg the question ‘Why undertake a degree if that is the case?’ That the industry is beginning to self-regulate (Newling 2014) and various State associations, such as Youth Workers Association in Victoria have been (re)established, sees a concerted effort towards professionalisation by the sector which includes ensuring all workers are qualified. What that level of qualification ought to be remains a debatable topic with the YWA pushing for the degree to be the base qualification, as is the case for professional youth workers in the United Kingdom (Appendix Seven). The Australian National Youth Council several years ago voted for the Diploma of Youth Work to be the industry standard based on the high number of graduates each year (Newling 2014).

2.12.1.2 Human Services Degrees

Due to reduced budgets and falling enrolments tertiary institutions have been forced to rethink their program options as part of a bigger economic rationing.

Edith Cowan University (ECU) faced this dilemma and as a result ceased delivering their youth work undergraduate degree for three years, making it a minor attached to the Bachelor of Social Science that interested students could pursue if they so desired (ECU 2012).

Other institutions have developed generic human services degrees in an effort to stay afloat in the new, uneasy world of academia. An internet search discovered seven Human Services
degrees, ranging from Bachelor to postgraduate studies, in Australian universities. Melbourne University has one online human services program. Others are located in Queensland (3), South Australia (1), Sydney (1) and Melbourne (1). Combination degrees designed for several careers, these include course such as Youth Development, Youth Work and Youth Outreach and Information Workers (UOQ 2016), as well as Aged Services, Community Corrections and Counselling (QUT 2016). Possible because of the generic nature of the courses offered, these include Case Management, Group Facilitation, Lifespan Development and Human Behaviour (Griffith 2016). Indigenous studies are common across the majority of those surveyed which is not seen in social studies programs generally, and especially not in youth work where the focus is youth subjects.

2.12.2 Vocational Education

In contrast to Australian HE degrees, VE programs are reviewed regularly by industry and government regulators to ensure the Training Package offerings remain relevant and valid for the sectors they are aimed at.

2.12.2.1 RMIT University’s VE Youth Work Programs

RMIT University is very proud of its status of being one of Australia’s five dual tertiary institutions meaning that it houses both HE and VE courses within its offerings. The School of Global, Urban and Social Studies (GUSS), which hosts both the HE and VE youth work programs, is seen as a leader in this area. Offering both the Certificate IV in Youth Work and the Diploma of Youth Work, each is delivered differently in an effort to capture different cohorts and yet are representative of similar courses offered across Australia.

i. CHC40413 Certificate IV in Youth Work

CHC40413 Certificate IV in Youth Work is delivered as a face-to-face, class-based model for those entering the field. Written for those who will ‘…develop and facilitate programs for young people through a range of community-based programs (it is) designed to address the social, behavioural, health, welfare, developmental and protection needs of young people’ (CS&HISC 2014a:2).

Taking one academic year of 32 weeks to complete students attend classes for 18 competency units, 14 of which are compulsory core units that all youth work students around Australia must complete:

- CHCCD412B Work within a community development framework
- CHCCOM403A Use targeted communication skills to build relationships
- CHCCS400C Work within a relevant legal and ethical framework
- CHCGROUP403D Plan and conduct group activities
- CHCMH411A Work with people with mental health issues
- CHCPRT001 Identify and respond to children and young people at risk
• CHCYTH001 Engage respectfully with young people
• CHCYTH002 Work effectively with young people in youth work context
• CHCYTH003 Support young people to create opportunities in their lives
• CHCYTH004 Respond to critical situations
• CHCYTH010 Provide services for young people appropriate to the needs and circumstances
• HLTHIR403C Work effectively with culturally diverse clients and co-workers
• HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people
• HLTWHS001 Participate in workplace health and safety.

Four electives are chosen from a pool of 30 units by the staff after consultation with the youth sector. Topics include *First Aid, homelessness, alcohol and other drugs work and working with forced migrants*. Attending class for an average of three days per week, students must complete 180 hours of work placement throughout the year including two placement blocks mid-June to the end of July and the September school holidays.

More than three-quarters of the cohort articulate onto further studies in the following year, ranging from Diploma to undergraduate programs in the areas of alcohol and other drugs work, community services, education, justice, the mental health sector, outdoor recreation, psychology, policy and research, social work and youth work.

**ii. CHC50413 Diploma of Youth Work**

Previously written for those who wished to be coordinators and/or supervisors within the youth sector, *CHC50413 Diploma of Youth Work* now focuses on providing training for youth workers who have the “…responsibility for the development and the outcomes of programs and services for young people managed through a range of agencies and designed to meet the social, behavioural, health, welfare, developmental and protection needs of young people” (CS&HISC 2014:2).

Designed for unqualified youth workers who had been in the field for a while and successful *Certificate IV in Youth Work* graduates, students attend lectures once a week (one afternoon and evening) throughout the academic year. Students complete assessment tasks which have been specifically designed to allow them to demonstrate their competency based on their current and previous work experience as well as the theory presented to them in the classroom. A very popular model, the youth industry approves as they are able to simultaneously train and maintain senior staff.

Consisting of a total of 21 units, 17 are compulsory core units:

• CHCCM503C Develop, facilitate and monitor all aspects of case management
• CHCCOM504B Develop, implement and promote effective workplace communication
• CHCCS502C Maintain legal and ethical work practices
- CHCCS503B Develop, implement and review services and programs to meet client needs
- CHCDEV002 Analyse impacts of sociological factors on clients in community work and services
- CHCGROUP403D Plan and conduct group activities
- CHCMH411A Work with people with mental health issues
- CHCNET404B Facilitate links with other services
- CHCPRT001 Identify and respond to children and young people at risk
- CHCYTH001 Engage respectfully with young people
- CHCYTH002 Work effectively with young people in youth work context
- CHCYTH008 Support young people to take collective action
- CHCYTH009 Support youth programs
- CHCYTH012 Manage service response to young people in crisis
- HLTWHS001 Participate in work health and safety
- HLTHIR403C Work effectively with culturally diverse clients and co-workers
- HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people.

An additional four electives are chosen by the staff in consultation with industry, from a pool of 16 electives. Students must also complete 240 hours of field placement if they are not already working within the youth sector.

2.13 WHAT HAS BEEN LEARNT?

Delivered for over 70 years, youth work education in Australia continues to provide training in the specialised knowledge and skills deemed necessary for those wishing to enter the sector. However, it is important to document what has changed in that time and determine whether these changes have been beneficial to the education of youth workers in Australia, and then how these will impact upon the new proposed model.

A number of learnings were identified during the historical analysis of youth work education in Australia. Related to the key tenant of professionalism, the learning of the specialised knowledge deemed necessary for incoming professionals, these were:

- Changes to the curriculum occurred when HE took over the delivery of youth work education in 1977, including the removal of practical subjects, such as Camping and Physical Education, and religious subjects.
- Theoretical subjects have consistently remained part of the curriculum since 1944
- The reduction in industry engagement in modern HE youth work courses since 1977
- The changing profile of youth work students since 1977, in regards to their selection for programs, previous experiences and the overall number graduating.
The first learning from this appraisal and investigation of current and historic aspects of Australian youth work training relates to the curriculum, which Goodard et al (1982) remind us is the educational content required to be studied by those wishing to enter their profession.

In regards to the theoretical aspects, the courses of Psychology, Sociology, Group Work, and community and welfare studies are consistently part of the curriculum from the first offering in 1944 at the University of Melbourne (Denholm & Ling 1990, Ewen 1981, University of Melbourne Social Studies Board Minutes 1944:90 - 91) through to the present day (Appendix 13). In 2016, it may take some drilling down into the course descriptions to identify what the primary focus of each course is as course titles are no longer simple one or two word descriptions. Rather, they are written with more ‘description’ for the purposes of identifying the broader contexts that students will study. Hence, today there are titles such as Knowing Young People, Building Relationships and Supporting Young People, Principles of Youth Participation and What is Youth Work? (Appendix 12).

One significant difference between the curriculums of the first half of delivery to today is the removal of religious courses from the timetable. Included in both the University of Melbourne (10 optional lectures for students nominated by a denominational organisation) and YMCA curriculums it was a significant part of a student’s training. As Newling (2013) remembers of the YMCA program in 1962, 

Theology was the core topic to do. Dropping from nine hours of study per week in 1954 (YMCA 1954) to twice a week in 1960 and one course in 1974 (Appendix 13) demonstrates the secularisation of the program over time as it competed with the program delivered by the Victorian government at ISW.

Bull (2012) notes that SCV Coburg “… dropped the Christianity aspect of the course when it moved over and did not replace with an ethical component.” An important insight, it could be argued that ethics was incorporated into such subjects as Principles and Philosophy (Appendix 13), a similar practice as is seen in 2016, where ethics is woven into a number of HE courses as opposed to being a topic taught on its own. A closer look at the 1979 curriculum delivered by SCV Coburg includes the subject Behavioural Studies which was an incorporation of three subjects: Philosophy, Psychology and Sociology and a comparative study of religion taught by Dr. Michael Doyle (SCV Coburg 1979). In the VE space, ethics is included specifically in the competencies CHCCS400C Work within a relevant legal and ethical framework and CHCCS502C Maintain legal and ethical work practices. The incorporation of each State’s Code of Ethics is included at the beginning of each program and underpins the work of all youth workers. Also introduced to all HE youth work students, the timing of when differs between programs.

The most important curriculum change has been the very substantial drop in the practicum aspect of the programs over time. From the very beginning, students in 1944 – 1947, all of whom had come to the University of Melbourne from youth organisations, were expected to complete between three evenings or half days in Term One and five half days or evenings in Term Three. Concession for those working in the sector was only possible in Term One so
an additional placement had to be completed, as well as their studies and their own work commitments (University of Melbourne Social Studies Board Minutes 1944:90 – 91). This could account for the poor lecture attendance noted at the May Board meeting (University of Melbourne Social Studies Board Minutes 1944b:99). Similar expectations continued for those attending the YMCA, and later ISW, programs. In 1974, a change occurs with the YMCA timetabling three specific blocks for the practicum to occur - the first trimester of each year and for the first seven months at the beginning of the third and final year (Appendix 13).

Moving forward it is clear that this was still an important aspect of learning when the program moved to SCV Coburg in 1977. In 1978 students were participating in six hours per week as well as a two-week vacation block in the first two trimesters of first year, a placement block in semester two of years two and three as well as a timetabled field placement in the third trimester of each year (Appendix 13).

By 1996, the original course, now delivered at RMIT University, students completed Field Experience three times over the three years of study. Beginning in second year, they work with young people in trimesters one and two, with the final timetabled practicum being in the first trimester of third year (Appendix 13). This decline in scheduled practicum offerings continues until today when, in 2016, less than ten per cent of the scheduled program is dedicated to this important aspect of learning. A common theme in all of the current HE youth work programs offered in Australia, this is in stark contrast to what has occurred in the past and what is happening currently overseas.

The reasons for why this has occurred can be laid directly at cost cutting measures implemented by university finance departments. Securing and following up on work placements is costly, taking staff away from the business of teaching and off campus. Sometimes fighting to keep placement hours as part of a program has meant compromise on the part of program coordinators and managers to ensure that students continue to have access to this important aspect of learning; hence the slow whittling away to what is now in place. And yet without the opportunity to test their theory practically, students are not able to become reflexive learners and continue the disconnect between theory and practice that worries youth organisations.

According to interview data with Youth work agencies, the lack of industry engagement is a real concern and another important learning from this analysis, and not only because youth agencies are questioning what students are learning.

They have such a lack of practical experiences. Keeps me asking ‘Where did they get that qualification from?? (YWA11)

What are they teaching them? Is anything hitting the mark? Because it sure doesn’t look like it when they get to us! (YWA13)
There’s little difference between placement and work but they don’t understand the systems side of work yet they knew the ethos/theory and reflection (YWA5)

In the 21st century, the youth industry is feeling left out of what is occurring in regards to the education and training of its own workers which is a long way from where the practice started. And yet Hamilton-Smith (1975:5) believed that “… many employers are in fact, allowing, by default, professional education to define jobs… both regrettable and dangerous”. Only one program, namely, that delivered in Australia in 1919 by the YMCA to returned servicemen, was not initiated due to a call from the youth sector. In Australia, it was the NFC that worked closely with the University of Melbourne to establish the first course and it was this organisation that the Board knew they had to consult with first once it was decided to remove the program from the School’s offerings (University of Melbourne 1948). In 2016, this practice could be seen as tokenistic at best, with reference made to industry engagement for all HE programs and yet to what degree is debatable. This is unlike Australian VE programs which MUST show documentation of industry consultation before a new program is approved by ASQA.

The final learning from this study relates to the students themselves - their selection, previous experiences and number of graduates. As discussed earlier, the student selection process has gone from a rigorous process involving reference letters, two referees and an interview (University of Melbourne 1944a) a selection based upon a paper documentation process without an interview for mature aged students which includes a secondary student’s final year scores. In 1960, the YMCA application form was 12 pages long and asked students to complete questions about a range of sports and social activities, as well as their religious affiliation and basic information (YMCA 1959).

It has become unnecessary for incoming students to have had previous experience to begin their studies, an aspect of student selection that changed when HE providers took over the delivery of youth work programs. Prior to this it was a central tenant to being selected and was done so to ensure that those who started the program fully understood what was expected of them and were ready to undertake the specialist training that would support them to be better youth workers.

The HE sector has never met the predicted targets that Ewen (1981) predicted would be necessary to meet the demands of the work. Totalling no more than 200 graduates each year, the number of students who graduate from HE youth work programs in Australia remains small in number when compared to those who qualify with a vocational certificate or diploma, the latter of which is closer to 5000 each year (Newling 2014).

2.14 CONCLUSION

A number of themes have emerged from this chapter. The first is the historical foundations upon which Australia’s youth work education was founded. The importance of the YMCA to the history of youth work training sits next to Australia’s Commonwealth ties which, through
various private and government decisions, ensured the acceptance of youth work as a career option that required suitable training to guarantee the outcomes sought were achieved.

The transition from private and government providers of training to higher education programs in the 1970s saw the move away from the practically-focused, youth specific courses previously delivered to those already working in the sector. A growing emphasis on a theoretical curriculum that continues until the present day, led to the introduction of Training Packages during the 1990s which reshaped the delivery of vocational education in Australia as industry attempted to address an identified skills shortage. The result was the division of tertiary education into academic and vocational outputs that continues at the time of writing.

In regards to the new model that was created for this research, the historical learnings highlighted the impact of HE education institutions upon youth work education, moving it away from the practical, hands-on focus that was central prior to 1977, to one that is predominantly theory-based. Both recent graduates and industry agree the opportunity to apply that theory practically during a program is missing from the modern day Australian youth work degree.

The creation of the new model, with its strong emphasis on the practical application of the theory within the workplace, returns and extends youth worker education to its roots by allowing students to actively participate in their learning as they practice what they have learnt with those they will work with and for – employers, colleagues and, most importantly, Australia’s young people.

Comparing Australian practice with that which is occurring in youth work education overseas provides an insight into other society’s methods and theories which could be beneficial to the Australian youth sector. This is the focus of the next chapter.
CHAPTER THREE: THE INTERNATIONAL COMPARISON PERSPECTIVE

Keeping in mind the anticipated outcome of a new youth work educational model for Australia, the second preliminary objective of the research study asked ‘How does contemporary pre-service Australian youth work compare with what is currently delivered overseas in comparable countries and what learnings can be gained?’ The comparison against similar programs in Canada, New Zealand, the United Kingdom and the USA was designed to inform and situate the newly developed Australian program within a global context to ensure best practice. Individual case studies detailing the history of youth work, government policies, industry requirements, available qualifications and the corresponding education of youth workers with examples of youth work programs were developed for each nation. These detailed case studies are located in the appendices:

1. Case Study One: Canada (Appendix Five)
2. Case Study Two: New Zealand (Appendix Six)
3. Case Study Three: The United Kingdom (Appendix Seven)
4. Case Study Four: The United States of America (Appendix Eight).

Other countries, such as Finland, Malta and the Republic of Ireland, were considered but rejected because it was felt that the four chosen countries were those most comparable to Australia in regards to sociocultural, economic and political contexts. The issue of language was also a deciding factor as the researcher speaks only English and was conscious of not spending excessive amounts of time and resources having documents translated. Asian countries were seriously considered during the planning stages but quickly discounted because of the lack of youth work practice evident in this region.

From these international comparison programs, the following key issues and learnings were identified from a content analysis of the four case studies:

- The impact of historical factors on current youth worker education programs including changes in the student profile
- The impact of the current global financial situation sees an ever shrinking youth sector in regards to the number of programs being delivered which in turn impacts upon the number of youth work educational offerings available to potential students
- Qualifications are delivered by three categories of provider in all five nations: HE, VE, private trainers
- A youth worker’s employment outcomes are more often not dependent upon their qualification
- Youth work practice, including client expectations, age range and outcomes, informs qualification titles and the associated educational program content
- Program structure is heavily influenced by the practice focus of each nation and varies around the world in regards to:
The need to train those working with young people, who were usually deemed to be enthusiastic and ‘qualified by life’ but little else (Bradford 2007), was greatly influenced by historical or social factors peculiar to each country. Begun at different times over the 20th century, all except one pre-service program began for the same reason – to train those already working in the sector to ensure that the care and quality of service in the youth sector was improved through the provision of qualified staff (Schneider-Munoz 2009).

The exception to this occurred after the Great War when the Australian government sought to support those returning home and, as part of the repatriation program offered in 1919, accepted a proposal from the YMCA to deliver a 3-month course to returning soldiers. Offered only the once, it provided training that would allow graduates to work in YMCA (YMCA 1919). Although not directly responsible for the course, the Australian government did provide the funding. This is also the only example of initial youth worker education found which was not created to support those already in the field.

3.1 THE HISTORY OF YOUTH WORK EDUCATION

In America (Case Study Four) the development of youth work training to support current workers began in 1885 at the School for Christian Workers in Springfield, Massachusetts. Run by the YMCA, formal training was first offered to lay workers employed at churches, YMCAs and related institutions and continues today as Springfield College (Limbert 1957, Springfield College 2015, YMCA 2015).

As we have seen, the recommencement of training in Australia in 1944 could also be said to have followed a similar line with the National Fitness Council (NFC), responsible for bringing together voluntary youth organisations in Melbourne, advocating for the delivery of leader training (Maunders 1990, 1999). A 10-month, full-time emergency course was developed after extensive consultation with groups to ensure those attending would receive an education that would support their ongoing work with young people (University of Melbourne’s Board of Social Studies Minutes 1944).
Supporting workers with formal training from within the sector also occurred in Canada (Case Study 1) with the first formal course for Child and Youth Care (CYC) workers in North America delivered by Lon Lawson at Thistletown Hospital, Ontario in 1957. Focused upon early training for those working in the residential treatment area, even though practice did expand beyond this, it was again for those already working in the field, providing more of an in-service than pre-service training model (CYCCanada.com 2014, Hubbard 1962).

In the United Kingdom (Case Study Three), voluntary organisations, embryonic professional associations and the involvement of universities worked together towards a common goal – to ensure youth leaders had more than “personality, flair and virtue” (Bradford 2007). Although various private organisations, such as the YMCA and The Church of England, had been delivering established courses for those working within their bounds since the 1920s, the need to provide “… expert … intervention in young people’s leisure time (so as to) support (their) disciplined transition to adult citizenship” (Bradford 2007:13) had been determined by the government of the day.

3.1.2 Creating Social Change: The Government Takes Charge

Responding to the impact of the Second World War, Her Majesty’s government asked youth organisations to address three main areas of concern that pertained to young people at that time: crime diversion, improving young people’s morale and providing informal citizenship education through war-specific service (Bradford 2007:14-15). Although occurring at the same time as Australia’s recommencement of youth worker education, in Britain it was a very different set of circumstances that led to the establishment of youth worker education programs.

In 1942, a genuine concern for those aged 14 – 20 no longer involved in formal education led the British Board of Education to publish Circular 1598 Emergency Courses of Training for Those Engaging in the Youth Service (Board of Education 1942). The Circular contained the outline for an emergency course that was expected to add to the knowledge of those already working with young people. The earlier Circular 1486 In the Service of Youth (1939), is usually taken to mark the beginning of the youth service training sector in England and Wales. This called for interested universities, training colleges and institutions to submit a potential curriculum to train ‘competent leaders and instructors’ in the areas of ‘physical education and craft work for classes in clubs and other centres’ (Board of Education 1939, article 7). Granted to Westhill College in Birmingham and University College in Swansea, what was offered was theoretical and practical in nature although not a full qualification, and would last 12 months, 24 if done part-time. In 1942, five universities and university colleges offered formal youth work education (Bradford 2007).

In New Zealand (Case Study Two), government funding provided for the delivery of the YMCA’s Diploma in Youth and Community Work in the 1970s until it was withdrawn in the following decade. During the 1980s, youth worker education was aligned with that of Social Work for a year before the responsibility was returned to the sector. A major review in the
1990s by the first Minister for Youth Affairs, Annette King, identified the need for specific training for youth workers (Hannah 1995). The result was a nationally developed education program for local youth workers that has continued into the 21st century.

In Australia in the 1960s, the Victorian State Government established what would become known as the Institute of Social Welfare. This offered, among other things, youth work training. The program was significantly shorter in duration than its contemporary YMCA counterpart and participants were sponsored by their youth work organisations to gain further theoretical knowledge and understanding of the field (Ewen 1981, ISW 1976).

3.1.3 The Changing Educational and Student Profile

In 1973, research conducted for the Youth Work Association in Australia by Hamilton-Smith and Brownell (1973) concluded that the most important proposal they could make was for professional youth work education to be conducted within mainstream post-secondary education (Hamilton-Smith & Brownell 1973, Maunders 1999). A change in educational providers impacted greatly upon the student cohorts when formal HE institutions began to deliver youth work programs.

Seen as a way to benefit the sector and give it greater mainstream legitimacy, this had already occurred in Canada in 1967, when the sector moved youth worker training to the halls of George Brown College in Toronto, the first official youth work College program in the country (OACYC 2013, Stuart 2009). In Australia, this would occur in 1977 when the YMCA course was transferred – course, students and two staff – to the State College of Victoria, Coburg (SCV Coburg), increasing the College’s offerings beyond its commitment to primary school education begun in 1959 (Cahill 2010, Denholm & Ling 1990, Eadie 1976, Ewen 1981, Maunders 2009, YMCA College Council 1975b, YMCA College for Leadership Training 1976, Youth Affairs Council of Victoria 2004).

In the United Kingdom, various colleges and polytechnics around England offered youth work education until 1982, with only one offered by a university at this time (Holmes 1981, National Youth Agency 2011). In New Zealand, this did not eventuate until 2011 when the Bachelor of Youth Development was created, in conjunction with the youth sector, to provide further educational possibilities. Prior to this all youth worker programs were delivered by private training providers only (Careerforce 2014, WelTec 2012).

Changes in educational policy around the English-speaking world resulted in a reasonably paced shift away from the equally balanced theoretical and practical focus of previous reiterations of youth work education to programs with a greater theoretical emphasis that characterises HE academic studies of the 21st century (Dawkins 1988). Particularly so in Australia, where in 2016 less than ten per cent of any HE youth work program is dedicated to the practical aspect of each course. This was despite the need to develop a greater level of appropriate skills in the workforce as the economy moved away from a reliance on primary

The greatest impact the move to higher education had on youth worker education was the change in the student cohort. Moving youth work education to the formal tertiary education sector resulted in an increase in predominantly pre-vocational students as the number of young people coming straight from school to undertake studies increased. Replacing the workers from the field, lecture halls were now filled with students with little, if any, familiarity with the nature and intensity of the work involved in the youth sector. The result was a change in focus because students had to be taught from the beginning so they could work towards what they would be doing after graduation rather than beginning from a place of knowing and understanding the youth sector from practical experience (OACYC 2013, Stuart 2009).

3.1.4. Growth of Educational Offerings

The increase in the number of students attending HE in Australia and Canada also saw the number of programs increase with 19 additional colleges in the province of Ontario quickly developing their own diploma courses from the early 1970s onwards. Other colleges across Canada quickly followed suit in developing two and three year diplomas (OACYC 2013, Stuart 2009).

Australia would follow suit a decade later though to a lesser degree due to the differences in population sizes and despite the amalgamation of various colleges as they fought to survive during the 1980s and the 1990s. Often absorbing staff and courses, many would eventually move towards offering undergraduate degrees with at least five available at the turn of the century (Denholm & Ling 1990).

In England, the Albemarle Report (1960) led to the expansion of the full-time youth sector as increases in grants both centrally and locally saw more youth centres being built and consequently more work for trained workers. In an effort to address the need, six new youth work courses were approved by the Ministry of Education for offer during the 1960s, including the course at the YMCA National College. The popularity of the profession saw one diploma and ten certificate courses in youth work being offered between 1970 – 1982. The majority were of two years’ duration; the exception was Avery Hill College which seems to have offered a three-year certificate. An apparent increased desire by workers to undertake further study in youth work resulted in students studying a post-graduate diploma at either Manchester Polytechnic or University College in Swansea (Davies 2012, Holmes 1981, NYA 2011).
3.2 YOUTH WORK EDUCATION IN THE 21ST CENTURY

A number of similarities, as well as differences, were discovered when an analysis of the youth work programs offered at each of the sites utilised for this research were compared against each other.

3.2.1 Providers

In 2016, the number of youth work education programs available to students varies from country to country. Such programs are delivered by one of three options:

1. HE institutes such as universities and polytechnics
2. Vocational education (VE) institutes or Technical and Further Education (TAFE) in Australia, Further Education (FE) in the United Kingdom, polytechnics in New Zealand and Community Colleges in North America
3. Private training organisations.

The total number available, however, is changing constantly, currently decreasing rather than increasing due to external pressures impacting upon the sector which flows directly back to the education opportunities available to those who aspire to work in the youth sector. In the United Kingdom, for example, 39 undergraduate Honours programs were offered in the 2015 – 2016 academic year, giving students plenty of choice, down from 63 when the study began in 2012 (NYA 2012). However, the impact of cuts seen in the youth sector following the Global Financial Crisis and the election of the Cameron government in 2010, has led to many university administrators questioning the value of offering such courses. The result is that a number of long-standing programs are being, or have been, taught out. One example is Stirling University which stopped taking students into its undergraduate program in 2010 despite strong enrolment numbers and in the face of stiff opposition from all quarters in the sector and ending by the 2013 - 2014 academic year. This was replicated at Strathclyde University between 2011 and 2015 (Sercombe 2012). Coventry University enrolled its last student cohort in September 2015 (Bishop 2015).

Additional cuts are expected with rumours throughout the United Kingdom that the 24 universities which make up the Russell group7 will stop delivering youth work as a course option in the near future because it is not deemed ‘economically viable’ (Belton 2014). Of those who make up this group, the University of Edinburgh would be the most likely to ‘buck the trend’ and continue to deliver a youth work undergraduate degree, maintaining its 50-year history of provision.

The uneasiness this is producing amongst training providers and the sector has been created by the United Kingdom government’s continuous austerity measures over the past six years.

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7 Established in 1997, the Russell Group represents 24 leading United Kingdom universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector (Russell Group 2016).
which have led to severe cuts to the sector (Davies 2013, Unison 2014). The closure of many local council youth programs, as high as 100 per cent in some boroughs, has meant fewer jobs overall and employment increasingly set for a fixed term rather than permanent positions. As expected, the impact is the severely decreased number of placement opportunities available to students who must complete 800+ hours in the work place during their three-year degree as well as the lack of jobs they can apply for upon graduation.

Canada appears to be more stable in the number of educational offerings with more than 30 study options available across all provinces and territories, each with a number of pathway options that allow students to carry on studying at the next level. Continuing to provide education for all who wish to work in the sector, this contrasts markedly with its neighbour, the USA, where, despite the population to warrant the need for educated workers, only a dozen HE programs are offered at varying levels. If workers want to complete the full range of tertiary study options, they need to study at a number of sites, for example, beginning their pre-service training in Wisconsin with a move to Minnesota to complete their bachelor’s degree, then head to Pittsburgh for their masters before finishing up at Harvard for their doctorate (Curry et al 2011, Schneider-Munoz, 2009).

Australia has seen the opposite occur with the return of Edith Cowan University’s (ECU) Bachelor of Youth Work in 2014, so that there are again four undergraduate degrees available to students as previously outlined. A number of tertiary institutions, such as Queensland University of Technology, also offer subjects in youth studies while 84 VE providers are registered to offer CHC40413 Certificate IV in Youth Work (Training.gov.au 2016a) and 54 training providers have CHC50413 Diploma of Youth Work (Training.gov.au 2016b) on scope in Australia.

In contrast, New Zealand has only ever offered one specific youth work undergraduate degree, namely the Bachelor of Youth Development, offered at two sites, Auckland and Wellington, by Wellington Institute of Technology (WelTec). Enrolling its first cohort in 2011, it was written in conjunction with the youth sector (Sloane 2013). Another program is not anticipated, mainly because the sector is not large enough to support such replication. With a total population of just over 4.5 million (Statistics New Zealand 2016), the majority of youth work education programs in New Zealand are delivered by a total of nine youth work training providers of which four are private. One of these is a not-for-profit network of Christian practitioners preparing graduates to work within their own communities whether at their local church, mission organisation, or local, national or international community groups and reflects the high percentage of faith-based youth work conducted throughout the country (Barnard 2013).

In Australia, VE is offered by a variety of providers including dual sector universities, technical colleges and institutes, and private providers, the majority with government approval. Known as FE in the United Kingdom, this is delivered by private providers such as Warwickshire Association of Youth Clubs (WAYC) or university-backed programs such as Ulster University’s Community Youth Studies Pre-Vocational Certificate. The latter group
are either stand-alone programs or pathways into undergraduate degrees as is common in North America. For students in both Canada and the USA, it is not uncommon to undertake their first two years of study at a Community College before completing their studies at a university. A similar practice is becoming increasingly more popular in Australia as universities look at how to attract more students, whether from their own vocational students or those from other institutes.

The third group of educational providers are stand-alone private training organisations, some of which have government approval and some do not. In America this is a major source of professional development as the number of educational opportunities is extremely limited (Eckles 2015, Shneider-Munoz 2015). Consequently, youth workers are forced to obtain their training wherever they can, including their own agencies, the Association of Child and Youth Care Practitioners (ACYCP), the Child and Youth Care Certification Board (CYCCB), other professional associations and universities but in the associated areas of social work and education (Curry et al. 2011, Eckles 2015, Schneider-Munoz 2009, Schneider-Munoz 2015).

3.2.2 Qualifications

The available qualifications all provide the same outcome of ensuring that students graduate with the expected standards, requirements and training deemed necessary for the job, in this case as a youth worker. And although there are numerous similarities between each site, the differences are also important to note.

3.2.3 Higher Education: Bachelor vs. BHons.

Like their VE counterparts, HE programs are focused upon the final outcome of creating proficient youth workers at the end of their studies. The first noticeable difference is that only the United Kingdom offers a Bachelor degree with Honours, upgraded from the HE Diploma in 2010, the previous professional qualification. All other HE programs surveyed for this study are Bachelor degrees whether a Bachelor of Arts, Bachelor of Social Science or Bachelor of Youth Work combination, with the possibilities of subsequent post-graduate studies.

The title of each qualification reflects the youth industry practice framework pursued in each country. For example, in the United Kingdom all but three of the 39 undergraduate degrees on offer include ‘Youth and Community’ in their title which reflects the strong links of working with the community that has occurred over time for the benefit of its young people. New Zealand’s Bachelor of Youth Development was written against the national youth policy Youth Development Strategy Aotearoa (YDSA) to ensure that graduates were well grounded in the policy which promotes integrated holistic services from a strengths-based approach while drawing strongly upon Maori youth development practices. In Canada, students work towards a Bachelor of Child and Youth Care reflecting that their practice will be with children, youth and families in a variety of settings, providing therapeutic programs that utilise everyday life events to facilitate change (Stuart 2009). Australian graduates will, for
the most part, obtain a Bachelor of Youth Work focusing their practice with those aged between 10/12-25 years of age in a range of settings.

3.2.4 Vocational Education: Awards, Certificates, Diplomas and Advanced Diplomas

With greater variation and increasing academic progression possible, the vocational options are more often written for those entering the sector such as secondary students, volunteers and existing workers who work towards awards, certificates, diplomas and advanced diplomas.

In the United Kingdom, there are two levels of qualification – Levels 2 and 3 - each of which is divided further into three levels of proficiency: an award (0 -11 credits), a certificate (12 – 36 credits) or a diploma (37+ credits). Deemed to be indicative as opposed to prescriptive, each unit is awarded a specific number of credits, each credit being equivalent to ten hours of notional study. Students must complete the required compulsory and optional categories which cover the three broad categories of knowledge and understanding, application and action, autonomy and accountability.

The Level 2 Certificate in Youth Work Practice, for example, is worth 12 – 36 credits, representing between 120 and 360 nominal hours of study, which have been matched against the General Certificate of Secondary Education (GSCE) grades A – C and enables 14 – 16 year old students to take this course as part of their formal studies. Practically based and suitable for young leaders, it is often taken by those already involved in the sector. Level 3 qualifications are more issues-based and the Level 3 Certificate in Youth Work Practice matches the GSCE A-Levels. Recognised by the Joint Negotiating Committee (JNC)\(^8\) as conferring occupational competence for youth work support roles, this qualification is also taken by volunteers who wish to learn more about their practice or gain specialisation by attaining Level 3 Certificates in Youth Work Management, Outreach and Detached Work or Education and Training. The latter is necessary for those who wish to teach others about youth work practice. The Level 3 Diploma in Youth Work Practice (37+ credits) is acknowledged as good preparation for those wanting to articulate into a HE program, a common outcome of all diplomas included in this research.

New Zealand has a high proportion of unpaid volunteers of all ages in the sector who are encouraged to gain recognition for their skills. They are able to do so by attaining either a New Zealand Certificate in Youth Work at Levels 3 or 4. The first is acknowledged as a foundation course for those new to the sector or already working in the field wanting recognition for their skills, while the Level 4 qualification has been written specifically for workers wanting to improve their employment prospects (Careerforce 2015).

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\(^8\) The Joint Negotiating Committee (JNC) for youth and community workers is the body that sets the national framework used to grade and pay youth work positions.
A third vocational option, the *National Diploma in Youth Work (Level 6)*, is seen as the professional youth worker qualification for New Zealand which reflects the historic importance of this qualification worldwide as the preferred level for the professional worker. In Canada, a College Diploma or Advanced Diploma leads to graduates becoming Child and Youth Care Workers (CYCW) at the end of their studies. Studied by a mixture of pre-vocational students, current workers and volunteers wanting to gain a qualification, it is seen upon completion as a legitimate entry point into a HE degree (Careerforce 2015).

In Australia, moving onto HE studies after completing either one or both of the two VE options, the *Certificate IV in Youth Work* or the *Diploma of Youth Work*, is not a natural outcome upon graduation. Available to anyone interested in the field, previous experience is not necessary, unlike the other programs in this study, and is chosen by a mixture of pre-vocational and mature-aged students returning to study. This last group is often made up of those who have taken a gap year after completing their secondary education, those returning to study after a number of years or are either not able to take on HE studies due to family or work commitments or a lack of academic confidence.

### 3.2.5 Course Duration

Historically, the length of courses has shifted from one year as first offered in Australia and the United Kingdom in the 1940s, to two years during the 1960s to three-year diplomas which transformed into various HE offerings of HE Diplomas and eventually undergraduate degrees beginning in the 1970s.

Today the duration of study for a youth work HE degree varies between three and four years with all North American programs delivered over four years, allowing for the traditional ‘2+2’ option which gives Community College diploma graduates the opportunity to enter into an undergraduate degree at the third year. The exception to this would be those who have completed an Advanced Diploma, such as Humber College’s *Advanced Diploma: Child and Youth Care* which takes three years but also allows graduates to enter at the beginning of the third year of the corresponding undergraduate degree.

In Australia and New Zealand, three years of study is required to complete the undergraduate degree, the same time frame for their counterparts in England, Northern Ireland and Wales for obtaining an Hons. degree. Scottish students spend four years completing their Hons degree: when the HE diploma was upgraded for new enrolments in September 2010, the curriculum developers felt it was best to add the additional year to the original diploma rather than ‘tweak’ what was already there and keep it at three years.

The VE programs vary with diplomas taking on average two years to complete, except in Australia where 12 months is deemed sufficient time to acquire the necessary knowledge and skills. This could be because until recently, students entering the Australian *Diploma of Youth Work* had the pre-requisite of seven competencies from the *Certificate IV in Youth*
Work\(^9\) (12 months) or significant relevant industry experience\(^{10}\). The latest iteration, available for delivery since 2013, no longer specifies these requirements, implying that some students entering the program have no previous industry experience and yet are believed to be suitably competent after 12 months of study. To overcome this, some deliverers have maintained the previous pre-requisites for incoming students.

In New Zealand, the various VE options of Certificates 3 and 4 and the Diploma, are taken over a duration of 8, 14 or 24 months respectively while the United Kingdom’s AS-level Certificates are completed in one year and the A-level Diplomas over two years.

3.2.6 Practice informs educational content and outcomes

3.2.6.1 The predominant practice framework

Similarities between the HE and VE programs worldwide in the major English-speaking countries can be seen in the general content and context, and overall emphasis of the associated curriculums. Significant areas of difference are also apparent, the first of which is the predominant framework of practice associated with each country focused on for this study.

Positive youth development is the preferred practice framework for youth work programs delivered in Australia, New Zealand and the USA. As a strengths-based approach designed to connect and engage youth with all aspects of their communities, the predominant aim is to shift the focus away from seeing young people as a problem. Rather, it “… challenges us to think about how young people achieve positive developmental outcomes by focusing on the promotion of (positive) experiences and qualities” (Seymour 2012:4, see also Roth, Brooks-Gunn, Murray & Foster 1998, youth.gov 2016).

Wierenga and Wyn (2011) believe that this is possible because youth development programs are developed to support young people’s progress in the areas of social skills, community service, decision-making, healthy lifestyle choices, leadership, resilience, responsibility, self-identity, self-esteem and teamwork. Aligning a young person’s internal strengths, assets and resources with their external strengths, assets and resources which exist in their environment, actively engaging in the purposeful, safe and fun programs that provide opportunities for extension through meaningful and sustained connections with those from outside of their usual family and social circles (Roth et al. 1998, Seymour 2012, Wierenga & Wyn 2011). The result is the creation and promotion of young people who are thriving and have positive

\(^9\) CHCCOM403A Utilise targeted communication skills to build relationships, CHCCS400C Work within a relevant legal and ethical framework, CHCCS422B Respond holistically to client issues and refer appropriately, CHCYTH401B Engage respectfully with young people, CHCYTH402C Work effectively with young people in a youth work context, HLTHIR403C Work effectively with culturally diverse clients & co-workers, HLTWHS300A Contribute to WHS processes

\(^{10}\) Usually between two to five years of related industry experience as determined by the program administration.
experiences and develop qualities that allow them to become an asset for their society (Seymour 2012).

In Canada, therapeutic care is the practice framework employed by those who work with children and young people aged between 4 – 25 years. Focusing on a young person’s strengths and assets it is similar to the positive youth development framework applied in Australia, New Zealand and the USA. This is because Canadian Child and Youth Care (CYC) workers help children and young people actively form meaningful relationships within their integrated environments (home, school, youth centre, institutional setting, etc.), including all of the key people in the child and young person’s life (Stuart 2009, Whitwell 2002).

In 2008, the following descriptive definition was adopted by the Canadian Council of Child and Youth Care Associations

Child and youth care practitioners work with children, youth and families with complex needs... in a variety of settings... specialize in the development and implementation of therapeutic programs and planned environments and the utilization of daily life events to facilitate change. At the core of all effective child and youth care practice is a focus on the therapeutic relationship; the application of theory and research about human growth and development to promote the optimal physical, psycho-social, spiritual, cognitive and emotional development of young people towards a healthy and productive adulthood; and a focus on strengths and assets rather than pathology. (CCCYA 2016).

It is the focus on the therapeutic relationship which makes CYC work different from positive youth development. Stuart (2009:13) emphasises that CYC practice adapts “space and time … to meet the child’s needs” and is only possible because the practitioner shows passion and caring – physically, emotionally individually, relationally and collectively – while working within a social competence perspective that is conducted within the child or young person’s immediate environment or milieu (Stuart 2009). She also states that the two defining characteristics of CYC work are that it is relational and focuses on the ‘self’ of practitioners through their understanding of their own values. This is the primary vehicle for growth and development which are brought together through experiential learning and then applied to the work environment (Stuart 2009).

Another difference that sets CYC work apart are the seven domains - spheres of influence or professional territory - (Stuart 2009:115) of practice which have been developed by the sector to describe the system of categorising and describing the aspects of the self, skills and knowledge base required for effective CYC practice: (i) Self, (ii) Professionalism; (iii) Communication, (iv) Relationships, (v) Applied Human Development, (vi) Systemic Context and (vii) Intervention (Stuart 2009:115). Based on the competencies required for certification to become a CYC worker in North America, they provide the foundation of the curriculum, and therefore practice, of CYC programs and ensure consistency across the sector.
In the United Kingdom, when looking at the curriculum data provided by the four educational providers utilised in this study, informal education appears to be the predominant practice framework. And yet when asked directly, a debate emerged that highlighted that this is a contested area. Some vehemently agree this is the case

*Informal education is THE bedrock of Youth Work. It is what distinguishes Youth Work from formal school education.* (RTO1)

Others were equally adamant that it was not.

*The emphasis was not coming from practitioners but from academics, (who) as a group (were) looking at the time to gain entry into education departments and avoid categorization as ‘welfare’. Many have since abandoned it for social pedagogy but not what is understood in Europe, rather a British model.* (RTO5)

A third perspective put forward as part of this study was that informal education is

‘… an educational process based upon the premise that youth work straddles all three definitions of education but primarily focuses on non-formal and informal (education) (RTO4).

There are three types of education and understanding the difference between them is important. The EC (2001) *Communication on Lifelong Learning: Formal, Non-Formal and Informal Learning* clearly defines the three forms of education as:

- **Formal learning**: intentional, from the learner’s perspective, structured learning (in terms of learning objectives, learning time or learning support) that is typically provided by an education or training institution and leads to certification.
- **Non-formal learning**: again intentional from the learner’s perspective, this form of learning is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support).
- **Informal learning**: results from daily life activities related to work, family or leisure, is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. For the most part it is not intentional, meaning that it is “incidental” or random (Colley, Hodkinson & Malcolm 2002: 8-9: source).

So how has this disagreement over the predominant practice framework evolved? Jeffs and Smith’s (2005) book *Informal Education - Conversation, Democracy and Learning* has been a standard text for those programs that stipulate that informal education is the basis of youth work practice in the United Kingdom. First published in 1996, they see informal education
as a spontaneous process of helping people learn that works through conversation and the exploration and enlargement of experience (Jeffs & Smith 2011).

Batsleer (2012:1) agrees, writing that informal education is ‘… an educational practice which can occur in a number of settings … (and) is a practice undertaken by committed practitioners.’ Acknowledging that the term ‘non-formal education’ is also in use, she goes on to describe informal learning as “… youth and community work (that) is about dialogue, about conversation” (Batsleer 2012:5). This is because youth work is about listening, talking, making relationships, giving young people a voice and facilitating learning (Batsleer 2012:5).

There are those who believe that university departments are out of touch with policy and are following texts rather than the reality of practice as it is occurring on the ground in 2016 (Belton 2016). That said, a closer look at the youth work policy for England disputes this, with two references made specifically to informal learning within *Positive for Youth* (P4Y).

Youth workers in voluntary and statutory organisations can make a crucial difference to young people’s lives, particularly those who are most disadvantaged. They can offer young people high quality opportunities for informal learning and personal and social development, and help young people develop the strong aspirations they need to realise their potential. (HM Government 2010:15)

Locally-commissioned detached and centre-based youth work and youth workers make a vital contribution to the lives of many young people – helping engage them in their communities and supporting their personal and social development through informal learning. (HM Government 2010:39)

Although written in 2010, and in some eyes a defunct policy because of the budget cuts since that time that have seen the effective demise of the youth sector in many parts of the country, it is the current policy and as such could lead to the assumption that informal education is the preferred practice framework in England.

In Wales, the *National Youth Work Strategy for Wales. 2014 – 2018* (Welsh Government 2014) broadened its practice statement to include all three forms of education - non-formal, informal and formal education – recognising that together the three will provide “… opportunities and experiences which challenge both the institutions and young people themselves to enhance their personal, social and political development” (Welsh Government 2013:2). In contrast, Northern Ireland nominates non-formal education as the predominant youth work practice framework in its current policy, *Priorities for Youth*.

At the heart of the revised curriculum for all schools is an emphasis on developing children and young people’s personal, interpersonal and learning skills and their ability to think both creatively and critically. This is also the case with the non-formal curriculum for youth work, although the youth work curriculum has a more flexible format which provides additional opportunities for young people to develop these
skills. The two are not mutually exclusive. Indeed non-formal education plays an important role within the education continuum by complementing, reinforcing and enhancing the learning that takes place in formal education settings (Department of Education Northern Ireland 2014:7).

The current Scottish youth policy, *Our Ambitions for Improving the Life Chances of Young People in Scotland. National Youth Work Strategy 2014-2019* (YouthLink 2014) differs again and does not stipulate any specific form of education to be utilised by those in youth work. Rather, it states that “Youth work is an educational practice contributing to young people’s learning and development” (YouthLink 2014:32) and that “the different strategies for learning, and myriad of learning environments offered by the youth work sector, gives opportunities to all, while engaging particularly well with those young people who have, for whatever reason, disengaged from more formal education and training” (YouthLink 2014:17).

### 3.2.6.2 Age range of clients

The second important practice difference which is evident globally is the age range of clients. Shaping the knowledge and skills that youth workers require to work with various age ranges, in New Zealand, Wales and most of Australia this translates to engaging with 12 – 25 year olds, while in England youth workers employ practices suitable for 13 - 19 year olds. In Scotland youth workers interact with 11 – 25 year olds. In Northern Ireland, youth workers are required to know how to work with the greatest age range, 4 – 25 years, to accomplish the vision put forward in the national youth policy which divides this age range further into five distinct age cohorts of 4 - 8 years, 9 - 13 years, 14 - 18 years, 19 - 21 years and 22 - 25 years, with priority given to groups and individuals aged between 9 – 18 years. Work begins with the younger age group through programs linked to the Youth Work Curriculum with the aim of ensuring Northern Ireland’s youth are able to become positive members of society with high self-esteem, aspirations and confidence upon completion of their education and training through both an holistic education program for all and a targeted work program where it is most needed (DENI 2013:14 – 15, 17-18). Canadian Child and Youth Care practitioners also work with the lower limit of four years but have a usual upper limit of 18 years of age.

### 3.2.6.3 Government policies

The next determining factor to shape the content of a youth worker qualification is defined by the relevant government policies and professional association documents. In New Zealand, for example, the government’s acceptance of the youth sector is an important contributor to ensuring that the country’s young people are supported to become the best they can, which is reflected in *Youth Development Strategy Aotearoa* (YDSA), written in 1992, the central government’s youth policy. The positive youth development framework integrates holistic services from a strengths-based approach, reflective of Maori youth development practices (NYWNA 2011). The policy promotes ‘…growing and developing the skills and attitudes
young people need to take part in society, now and in the future’ (Gootman 2003, Ministry of Youth Development 2013).

This is achieved by utilising the three key elements of the strategy: (i) helping young people develop quality relationships, (ii) connecting them and youth development to community activities and (iii) engaging charismatic leaders who, with community organisations, are committed to youth development (Gootman 2003). Consisting of six principles, the YDSA acknowledges all aspects that go towards creating the 'big picture' of life, including a person's values, beliefs, the social, cultural and economic contexts and the trends encountered locally, nationally and internationally. It promotes, through positive relationships, the importance of positive societal connections at all levels, especially within the family/whānau and the community (Ministry of Youth Development 2013, NYWNA 2011).

However, this policy is almost 25 years old, and those of Australia and England were written in 2010 and are also yet to be updated, and the USA does have a draft policy that was written in 2013 but is never likely to see the light of day as a ratified policy. Highlighting the issue concerning the commitment of governments to young people, concern is further compounded by the cuts to the various services and provisions available to young people and those who work to support them. And yet elsewhere youth policy is seen to be very important and an investment in young people as governments “support young people to reach their potential and live full lives” Welsh Government (2014).

In Wales and Scotland, each respective youth policy, The National Youth Service Strategy for Wales 2014 – 2018 (2014) and Our Ambitions for Improving the Life Chances of Young People in Scotland. National Youth Work Strategy 2014 – 2019 (2014), highlights ‘the role and value of youth work’, acknowledging the youth sector as central to the successful implementation of each document. Discussion about the need to ensure that youth workers receive adequate and suitable education and on-going training is in each of the policies and seen again in Priorities for Youth. Improving Young People’s Lives through Youth Work (2013), Northern Ireland’s current youth policy. The formal recognition for the need to educate those working in the youth sector provides government-backed legitimacy to the educational offerings provided and ensures that youth workers receive suitable training to match the roles they are expected to fill.

In 2016, Australia does not have a current national youth policy, the last being written in 2010 by the then Labor Government which has since been replaced by the current Liberal Government. However, each Australian State government has a current youth policy in place and various State youth advisory councils have produced documents relating to working with Australia’s youth. One example is the Youth Advisory Council of Victoria’s (YACVIC) Code of Ethical Practice – A First Step for the Victorian Youth Sector (2007). Taught in every youth work course in Victoria at every level of youth worker education, this document is seen within the sector to provide “… an agreed framework and set of values that define safe, professional and ethical practice” (YACVic 2007:2) that will support the youth worker in their daily practice. This is done through eight priorities:
1. The empowerment of all young people
2. Young people’s participation
3. Social justice for young people
4. The safety of young people
5. Respect for young people’s human dignity and worth
6. Young people’s connectedness to important people in their lives, such as family and community
7. Positive health and wellbeing outcomes for young people
8. The positive transitions and healthy development of young people (YACVic 2007:3).

Similar in its overall focus to the Code of Ethics for Youth Workers in WA (Cummings 2014) the two documents differ in the number of priorities or principles set out for youth workers to respond to, with 14 stipulated for the Western Australian youth sector. Also concerned with ensuring the focus of the overall work conducted is for the benefit of the youth involved, the last six priorities are written specifically with the youth worker and their practice in mind:

- **Cooperation** with work colleagues
- **Knowledge** currency to ensure work practices are up-to-date
- **Self-awareness** regarding own interests and values
- **Boundaries** maintain professional relationships at all times
- **Self-care** in regards to preserving the health and well-being of the youth worker
- **Integrity** in regards to ensuring that youth work is not brought into disrepute (Cummings 2014:4).

### 3.2.6.4 The influence of the youth sector and peak bodies

The last factor that shapes the youth work curriculum has been provided by the peak bodies and the youth sector in all sites, which have identified and implemented the required competencies (Canada and the USA) or standards (New Zealand/United Kingdom) deemed necessary for youth workers in each respective country to successfully undertake their roles. Deemed to be the crux of good practice, these are integral to the education of new workers and are delivered at all levels of education and regulated by a professionally approved body.

The need to promote a ‘competent and stable workforce’ in North America came from the very real concerns that were based on the fact that many entered the field without any suitable training. With no federal youth policy available for the US to provide universal criteria for the selection of youth workers into their jobs, safety concerns for clients, high staff turnovers and poor career development opportunities led to questions on how to best support those working with America’s children and young people (Curry, Eckles, Stuart & Qaqish, 2010, Schnieder-Munoz 2014).
In 2008, the North American Certification Project, sponsored by the Association for Child and Youth Care Practice (ACYCP), established the Child and Youth Care Certification Board (CYCCB). Providing a platform of opportunities where all involved in the sector could come together to strengthen the workforce, the framework for the national certification process for professional child and youth care practitioners, begun in 1992, was further refined. The procedure began with a meta-analysis of 87 competency documents identified by American and Canadian workers as the most valued within the field, led to the establishment of the best practice standards a worker should value, know and follow in their daily work practice. The result was the development of the *North American Competencies for Professional Child and Youth Work Practitioners* (2010), which sorted the competencies into five work-focused domains - professionalism, cultural and human diversity, applied human development, relationship and communication, and developmental practice methods (Curry et al. 2011).

The determination of what a professional CYC practitioner is - an established worker who is competent across all practice settings - took ten years to develop because no one had previously defined what a complete, competent worker was (Eckles 2015). Consequently, in 2016, three levels of worker have been identified - entry, intermediate and professional/master – which are established through an extensive certification process of five separate assessment tasks conducted by the CYCCB and ACYCP. The *North American Competencies for Professional Child and Youth Work Practitioners* (2010) determine if a worker has had sufficient training in the full range of competencies.

In response to the creation of the competency identification process, a number of qualifications have been written against these to ensure that graduates are trained accordingly. One example of this is Kent State University’s *Bachelor of Human Development and Family Studies (HDFS) – Child and Youth Development*, one of the few CYC university degrees offered in America.

The team at Kent State University have worked hard to create an undergraduate program that prepares its graduates to work with adolescents in non-school settings. The latest version of the program was first studied in 2009 after a two-year process of mapping the then current course against the meta-analysis of 87 sets of competency documents from North America. Identifying significant gaps in some areas, two new courses – *Positive Youth Development* and *Professional CYC Practice* – were created while others were noted to require only minor adjustments to become competently focused. Working with instructors in other programs, such as Recreation and Program Planning, other programs were also made more competently relevant so that students who might want to add these to their programs could do so in confidence that they would receive the same focused outcomes.

In New Zealand, all youth work qualifications on offer deliver the industry desired knowledge and skills deemed appropriate and necessary to become a youth worker at that level of study. Comprised of standards, or competencies as they are known in Australia, each must be successfully passed for the student to be deemed competent at each appropriate level. Developed by the industry, employers, professional groups and other key stakeholders, they
are nationally recognised and deliver the youth work industry’s desired knowledge and skills deemed appropriate and necessary to become a competent youth worker in New Zealand at each level of study. Enforcement and regular review by the New Zealand Qualifications Authority (NAQA) ensures that students always receive the most relevant instruction for their industry (Careerforce 2014).

The Learning and Skills Improvement Service (LSIS), made up of employers, practitioners and other stakeholders from across the United Kingdom, created the National Occupational Standards (NOS) in 2002. Identifying the competencies, skills, knowledge and understanding that underpin the values all youth workers require, these were updated in 2008 and again in 2012 to ensure they continue to reflect current practice in the various contexts throughout the sector across the United Kingdom. Used by all levels of academia to shape course and training content, industry uses the NOS to determine the duties and responsibilities of employees.

Consisting of a total of 41 youth work standards, there are 31 specific standards with an additional 10 that relate to management and leadership (7), managing volunteers (2) and health and safety (1). Each standard has a number of associated performance criteria which an individual should be able to demonstrate if they are to be deemed competent in the sector, as well as underpinning knowledge and understanding statements. These have been grouped into five key areas – (i) Work with young people and others; (ii) Facilitate the personal, social and educational development of young people; (iii) Promote inclusion, equity and young people’s interests and welfare; (iv) Develop youth work strategy and practice; and (v) Develop, lead and manage self and others (NYA 2012:11-13).

In 2012, a set of four values was added, allowing the industry to reflect the core of the work performed within the youth work sector:

- Participation and active involvement
- Equity, diversion and inclusion
- Partnership with young people and others
- Personal, social and political development (NYA 2012:10).

When put together, the national standards and values provide the United Kingdom’s youth work sector with a consistent set of competencies which are utilised by academia and industry alike which appears to be unique in the world. However, this unique system is in jeopardy of being lost as the LSIS was disbanded in August 2013. It has only been recently announced that the Education Training Standards Committees (ETS) of each nation (NYA - England, North/South ETS (NSETS) – Northern Ireland and the Republic of Ireland, ETS Wales Advisory Committee – Wales, Community and Learning Development (CLD) Scotland) will most likely take up the task, coming together to conduct the next review jointly in 2017. This is yet to be confirmed.
The ETS Committees are well placed to undertake the task as each is responsible for the validation of the youth work programs within their own political jurisdictions. Monitoring and validating the professional youth work qualifications delivered at the various universities and higher education institutions across the United Kingdom, youth work programs have been validated in the United Kingdom, since 1961 when it was first performed by the JNC, who also agreed upon the categories of qualification for recognition. The validation process was transferred to the Council for Education and Training in Youth and Community Work (CETYCW) in 1982, and then to the NYA in 1991. In 1994, Wales became responsible for the ‘scrutiny of awards’ delivered in Wales (ETS Wales 2016) and the other nations would follow suit with NSETS being established in 2006, a cross-border agreement between the Department of Education for Northern Ireland and the Youth Affairs Unit of the then Department of Education and Science in the Republic. CLD Scotland was established in 2008 and is different in that it is responsible for not only youth workers but the structure of ‘qualifications, courses and development opportunities for everyone involved in CLD” (CLS Scotland 2016:3).

Ensuring that all programs have met and maintained the ‘minimum standards and prescribed criteria as set out by the youth sector’, each committee is dedicated to ‘promoting the highest standards of professional education and training’ made available to students and ultimately the youth sector, once they graduate (YCNI 2016). Because of this agreed commitment a ‘mutual recognition’ process exists which allows youth workers the ability to work throughout the United Kingdom and Ireland, regardless of where they gained their qualification, if they graduated from an approved ETS program.

The ETS committees also produce additional materials and research, such as the NYA’s regular reports, which ‘create a picture of the developing workforce and highlights the shifts and changes in trends’ that are occurring in the sector (NYA 2016b). The ETS committees operate a system whereby the collective youth work sector can ascertain the future or purpose and quality standards of programs of education and training for youth work by assessing all aspects of delivery design against a published set of criteria. There is a great number and variety of programs across the United Kingdom and Ireland. Students, employers, policy makers and other stakeholders can be assured that certain key features are contained within each program despite the diversity of approaches and program models.

In Australia, the divide between the HE and VE sectors is also seen in the validation processes for youth work programs across the country.

The validation of all Australian VE programs undergoes a similar process to what occurs in New Zealand. Formalised into the relevant Industry Training Packages, each program in Australia is reviewed regularly in consultation with the youth industry and other key stakeholders including Registered Training Organisations and professional bodies, to ensure that current issues and relevant workplace practices continue to be addressed (Corney & Broadbent 2007). Regulated for compliance by the Australian Skills Quality Association (ASQA), this provides a guarantee that all associated documentation, assessments and
teaching staff meet the rigorous standards necessary for the successful delivery of the qualifications.

Consisting of predominantly core competencies, each unit is further divided into performance criteria which are designed to reflect the essential and required knowledge and skills necessary to fulfil the role competently. An Evidence Guide is also included, providing advice to educators on all aspects of assessment for each unit including the critical aspects essential to demonstrating competency.

In stark contrast, HE Australia youth work qualifications are not written against any industry standards or competencies. Rather, they consist of subjects and courses that have been, what is colloquially termed ‘cobbled together’, by those responsible for the creation of the curriculum, and have taken into consideration individual university policy. Some industry consultation occurs during the process but is negligible when compared to the process of validation and accreditation of the reciprocal Australian vocational programs and what occurs overseas. Designed and delivered according to each individual university’s requirements, they are not subject to any outside scrutiny or validation as there is no officially recognised body to undertake this role. The Youth Workers Association, in Victoria, is attempting to rectify this matter and has set up a validation process for the purposes of creating standards in delivery (YWA 2016). Voluntarily undertaken by educational and training providers, the success in uptake is yet to be established.

Victoria University has sought to overcome this lack of accreditation possibility by successfully gaining validation from the NYA (Smith 2015). Meeting the necessary requirements, including the practicum aspect, this allows graduates from this Victorian program to work in the United Kingdom, a much sought after request from students who wish to travel after the completion of their studies. Without wanting to cast doubt on the integrity of the process, questions must be asked regarding how this was possible when the curriculum available for 2015 (Appendix 10) shows only two practicum sessions, scheduled in semester two of years two and three respectively.

3.2.7 Curriculum content and rationale

Based on programs delivered in the 2014 – 2015 /2015 academic year offered in Australia, Canada, New Zealand, the United Kingdom and the United States of America, the curriculum content and rationale for each can be divided into four categories:

1. Theoretical studies:
   a. Academic studies
   b. Professional studies
2. Practical studies
3. Academic support studies.
What is first noticeable is that similar subjects and topics are offered at every level of qualification; however, the sophistication of the title and focus increases as the qualification level increases as does the emphasis given to each. Beginning with foundation courses, a greater emphasis is placed on professional practice as the qualifications move from a certificate to undergraduate degree which also increases with each year of study.

3.2.7.1 Theoretical studies

i. Academic Studies

Emphasising the theoretical aspects of youth work a graduate requires to gain full understanding of why they will work in particular ways with young people, these can be split further into two categories, the first of which is academic studies.

Only basic research methodology could be deemed as universal across every HE program examined for this study. Most often introduced in the second semester of second year, the research units continue until the end of each program, allowing students to learn the theory and skills necessary to create a final product of either a dissertation or project centred on youth work practice. The importance of the skills learnt are seen as essential for various aspects of their future employment opportunities and provides additional research for a sector that yearns for more to justify and support the work conducted each day.

The only current VE Diploma course to offer research as a subject is RMIT University’s Diploma of Youth Work. It is one of the included electives chosen by the staff for the purposes of preparing the regular number of students who articulate into HE studies and support those already working in the field to increase their skills in this area.

The only other subject offered to about half of all undergraduate youth work students is the opportunity to choose an elective. Selecting to study an area of personal interest further, the number of times this is offered varies greatly between universities, ranging between one at Victoria University in Melbourne through to six at Humber College in Toronto where students choose an elective every semester except semesters one and five. Australian Catholic University is the only university that allows students the opportunity to choose an elective in their first semester, a time when others are focusing on foundational studies.

In the United Kingdom electives are only offered at Edinburgh University which reflects the fact that students taking the BA (Honours) Community Education specialise in one of three areas – adult education, community work and youth work. None of the other United Kingdom sites, nor New Zealand’s undergraduate degree, or lower qualifications of certificates, diplomas or advanced diplomas offer electives; all areas of study are prescribed. All Australian VE youth work qualifications have four electives which are chosen by the teaching staff in conjunction with industry partners, giving students no possibility of specialising further in a personal area of interest.
Several common subjects are evident in all programs and, although not universal in their delivery, are offered often enough to be seen as important aspects relating to youth work deemed necessary for graduates to understand. Often seen as a point of difference, the emphasis tends to reflect each country’s adopted practice framework and the focus for youth work in general in each country more than anything else. For example, in England and Wales, each program includes subjects entitled *Formal and Informal Education* (Coventry University) and *Critical Analysis of Informal Education* (Glyndwr University) which reflects the importance of youth work as an equal partner to formal education.

In New Zealand, remembering that every program has government approval and been written against the national youth strategy, *Youth Development Strategy Aotearoa* (YDSA), the emphasis is youth development practice which is evident at every level of the qualification offered. Consequently, starting at the Certificate level where one third of the subjects include youth development in the title, students at all levels learn about the YDSA and how to implement that successfully as part of their daily youth work practice.

In Canada, therapeutic care practice is clearly evident with relevant subjects spread throughout each program. Working with those aged from four years of age onwards, child and youth development features heavily in Canadian programs and is spread across all years of study in every program although not always obviously. Studying the family is also evident within each Canadian program, emphasising that contemporary youth work practice in Canada “… meets the needs of children, youth and families within the space and time of their daily lives” (Stuart 2009:47). The importance of the family in a young person’s life is important because it is here that they achieve their most positive outcomes when provided with support by confident, capable parents. There are strong links between poor family functioning and child behaviour: both impact negatively on a child’s development and advocates for support to strengthen the family (Fisher 2011, Graycar 2011).

The family also holds importance in New Zealand, with subjects such as *Promoting Family, Whanau and Community Cohesion* delivered in the undergraduate degree. Including the family is reflected in the definition of New Zealand youth work which is designed to support young people’s “… positive development … that contributes to themselves, their whanau (family), community and world” (NYWNA 2011:16).

In Australia, subjects about community work are more likely with students learning how to create programs so youth can become involved in activities run for or by community partners. Ensuring that the ‘individual child and their social and family context’ are located within practice (DHS 2007:5) has not been a focus of pre-service training in Australia to date. With no current pre-service youth worker education program in Australia incorporating ‘the family’ as a named core subject at any level, this lack of emphasis on the family appears wrongly placed, especially when a young person’s core community is more commonly their family and where the majority of one’s primary and most intimate relations and learning occurs (DHS 2007, Trewin 2005). A firm understanding of what the family looks like and
the associated skills allows youth workers to successfully work with young people from a holistic viewpoint and broadens the concept of community work.

Health subjects are included in some programs under a range of headings. In 2014, Coventry University added Supporting the Health Needs of Children and Adolescents in their fourth semester because it was identified as a missing area of necessary study by the staff and their industry partners. Australian undergraduate programs do not appear to place any prominence on this area either, with only the Australian Catholic University offering one subject which could be seen to fit this category, Wellbeing and Young People, taken in the second semester of study. All Australian VE programs have Work with People With Mental Health Issues as a core subject, reflecting the importance of this in society. At RMIT University this includes students obtaining the Mental Health First Aid (Youth) Certificate as part of their routine studies.

That the Canadian programs are more likely to include health subjects with Human Sexuality (George Brown College), Mental Health Interventions (Mount Royal University) and Psychology of Mental Health and Mental Illness (Humber College) again reflects the holistic therapeutic care approach. With one in four young people in Australia reporting a mental health disorder with mental health problems for those aged 13 - 17 years reported at 19 per cent and 27 per cent for 18 - 24 year olds, this is an area that requires a greater prominence in Australian youth work curriculum content (Grogan et al. 2013).

Other key health issues are missing from the delivery schedules examined for this study, including the psychosexual development and experiences of young people. An area of extreme importance, youth workers can take the lead in providing knowledge, skills and support, especially to those who are dealing with issues around their sexual orientation. Knowledge of how this issue can impact on a young person’s mental health and suicide prevention are required to ensure that all young people are able to lead healthy lives.

Classes addressing alcohol and other drugs were most often nominated by recent graduates as the area missing from their study program which they believe they would have benefitted most from. The impact of alcohol consumption amongst Australian teenagers sees most young Australians in 2014 admitting to having their first full serve of alcohol at an average age of 15.7 years. The impact of excessive drinking on other health issues, including the three major causes of teenage death in Australia - injury, homicide and suicide - for young people aged 15 to 24 years, highlights this as an area youth workers need to have a firm understanding of (Australian Government 2010: 4-5, Mindframe 2014).

Often confronted by drug-affected youth in their daily practice, the only core subject on this topic was offered at Mount Royal University in Canada, where students take Mental Health and Substance Abuse as a core subject in their first semester. The need to know the effects of alcohol and illicit and medical drugs provides workers with key information they could use to inform clients about analgesics, tranquillisers, cocaine, ecstasy, inhalants, amphetamines and tobacco and cigarettes (ADF 2014). RMIT University has addressed this topic by providing
students the opportunity to take the skills set from the Certificate IV in Alcohol and Other Drugs. Consisting of four competencies divided over two elective subjects, students are able to learn about an important topic that is most often obtained through training opportunities provided by the employer. Graduates interviewed for this study said they felt this was too late for such important information - especially as it was often learnt after an incident with a client - and all called for related subjects to be incorporated into undergraduate degrees.

_I learnt about drugs from the clients!_ (RG1)

_When I left the course I wasn’t equipped to do the job (Education Case Manager). I had no training in mental health or alcohol and other drugs._ (RG17)

The gaining of a first aid certificate is included in some programs but is required of all students entering a youth work program in New Zealand before beginning their formal studies.

The legal aspects of the job are a common thread of study found in many programs although it does vary greatly in regards to where the emphasis is placed. For example, Mount Royal University students will learn about Child and Youth Human Rights in their fifth semester of studies whereas students at Humber College will undertake Legislation, Advocacy and Community Resources in their first semester. Law and Social Policy for Youth Work (Coventry) compares with Legal and Justice Issues for Young People (RMIT University) offered in the first and third semesters respectively. The importance of understanding relevant legislation pertaining to young people is important for workers so they are able to support clients to understand the legal system sufficiently including the relevant terms, Acts, court outcomes and the impact of sentences on a young person’s life.

Leadership and management were historically subjects taught to youth work students as seen in the timetable of the 1960 YMCA course Diploma of Youth Leadership (Appendix 11). Offered in the second year of the course, this subject was seen as vital as most graduates would take up a solo position within a youth club and be responsible for every aspect related to the job. A shift in emphasis saw this taught as leadership styles and management of a program rather than the running a youth club. This change in emphasis reflects an important change in youth work practice with new graduates in the 21st century more likely to become junior members of a team when first employed than a single entity working at a club and responsible for all associated aspects.

In 2016, understanding the differences between leadership and management helps new workers understand their own working styles and what to expect in the work place. Subjects which look at governance, organisational structure and policy complement this area but are only available to a few students. RMIT University HE students study Power and Governance in their first semester and Organisational Studies in semester five. This is unusual as this type of subject is only timetabled once throughout any other program.
However, policy provides a strong focus in Australian HE programs, with every one of the four undergraduate degrees offering this subject in the last year of study.

A key area of difference between programs is the emphasis given to indigenous studies. New Zealand is the outstanding example, requiring all who work with Maoris, the local indigenous group, to have a proven working knowledge of the community’s culture and language before they are allowed to work with the indigenous community. Praxis study blocks one, two and four contain a marae stay, emphasising the course’s commitment to Maori culture and every student in New Zealand learns about the importance of Honouring Te Tiriti o Waitangi (Honouring the Treaty of Waitangi - WelTec) so they are able to describe and apply the relevance and application of the principles of this immensely important document upon all of New Zealand’s people.

Australia and Canada also have significant indigenous communities but working with the youth of these cultures is not restricted as it is in New Zealand. In fact, no prior knowledge is required which could be said to be reflected in the number of core subjects offered in this area. In Australia, only ACU and VU offer indigenous studies, in the first and third semesters of study respectively. It is assumed that students at ECU and RMIT can choose to do electives in this area if they so choose. This is very different for Australia’s VE student cohorts for both the Certificate and the Diploma where in the latest iteration Working Effectively with Aboriginal and/or Torres Strait Islanders was made a compulsory core unit in both programs. A working knowledge of the Aboriginal and Torres Strait Islander culture, coupled with an historical, political and social understanding of how this impacts upon this group in the 21st century, is often delivered simultaneously with the core unit Working Effectively with Culturally Diverse Clients and Co-Workers at the VE level.

The likelihood of coming into contact with a young person who is a refugee or recent immigrant with a limited command of the English language, literacy and numeracy skills, has increased over the past decade and highlights the need for specialised support. Current youth worker education provides limited training occurring within a HE program and needs to increase this so that upon graduation youth workers are fully prepared to work with all members of the Culturally and Linguistically Diverse (CALD) community.

Many youth workers practice within an educational setting and the age of the client cohort suggests that the vast majority of those to be supported are engaged in some form of education and yet no programs in Australia have timetabled a specific subject about youth workers interacting with young people within educational settings. Adding this to the curriculum raises the profile of school as important for young people and provides those in training with vital skills which enables them to better support their clients.

In New Zealand, a marae is a fenced-in complex of carved buildings and grounds that belongs to a particular iwi (tribe), hapū (sub tribe) or whānau (family). Māori people see their marae as tūrangawaewae - their place to stand and belong - and is where meetings, celebrations, funerals, educational workshops and other important tribal events occur (New Zealand Tourism 2016).
Complementary to this is career support which is missing from all programs in this study. Assisting prospective workers transition successfully in the workforce, whether as school leavers or from outside of the education system, the practical areas of the world of work moves beyond the theory of sociology and world history to include skills in the areas of mentoring, networking and research.

Digital literacy is another area not apparent in the offerings for youth worker students and yet surely a requirement in an age where IT skills are necessary to gain employment and undertake further study. That the client is often more informed about ICT can hamper the ability to have meaningful conversations around the potentially dangerous issues of cyberbullying, sexting and social media. Possibly offered as an elective, it was not apparent as a full electives list for each program could not be accessed to confirm this.

Victoria University’s (VU) Bachelor of Youth Work in Melbourne is the only program which continues the strong emphasis on sport and recreation which was a feature of all youth worker training in Australia before the late 1990s. The likelihood that today this relates more to the future articulation options for further study available to students at this university does not negate this as an important area of potential study for graduates who may have a strong empathy for this line of work. The ABS data for 2011 show that sport and music are activities that many young people are interested in and involved in outside of school. Knowing what will motivate young people to participate in a program could explain why some programs are more successful than others.

Other theory subjects visible historically included sociology and psychology which featured heavily in past program schedules, being offered as year-long subjects in 1960 and 1974 by the YMCA in Australia (Appendix Thirteen). Dropping back to first year subjects when the program was taken over by SCV (Coburg) in 1978, in 2016 it is still offered but is not as obviously named other than at George Brown College, Toronto, which offers Introduction to Sociology in the last semester of the Advanced Diploma: Child and Youth Care Program. ACU would be unique in regards to the delivery of this subject as it is timetabled as a specific course option six times throughout the three year degree, in every semester but the second and twice in the final term of study. Most often timetabled as Any Advanced Sociology, students will complete Introduction to Sociology and Sociology of Gender as well.

Psychology is also not apparently taught specifically in any Australian youth work undergraduate degree in 2016. This is very different to Canada where students will take on average a minimum of two psychology subjects throughout their four years of study including Psychopathology I and II at George Brown College.

The number of theoretical youth specifically focused courses is also important to note as it is these which, in theory, distinguishes a youth work program from any other program delivered within a university or similar site. Most often beginning with an introductory subject such as What is Youth Work? (RMIT University), The Context of Youth Work (Ulster University) or Introduction to Child and Youth Care (George Brown College), Australian youth work
programs have the greatest emphasis on subjects with Youth in the title. With an average of seven subjects per program spread across the three years of study, students complete subjects such as Australian Youth Cultures (ACU), Youth Issues (ECU), Youth Studies and Social Action (RMIT) and Youth Policy, Civics and Culture (VU). Other than New Zealand’s Certificate qualifications, this is not a usual occurrence and implies that every other program could be seen as any other community focused program if it were not for the title.

ii Professional studies

The second category of theoretical studies that all youth work students complete are related to professional aspects of the role of a youth worker. Delivered as theoretical and/or practical subjects that may feed directly into work-integrated learning opportunities, the emphasis given by the educational provider varies. Increasing in emphasis as the qualification moves towards its completion, Australian HE graduates, for example, study each topic from a theoretical perspective, with little opportunity to apply the theory to their practice. This is because they are offered far fewer hours to complete their field placements, in comparison to all other programs in this study. Less than ten per cent of their timetabled classes, this is markedly less than the 50 per cent expected of New Zealand and United Kingdom students.

Subjects specifically supporting students in their field placements vary across the programs and again reflect the practice framework pertaining to each country although common topics emerge upon a closer inspection. The first of these is group work which is evident in almost every program. Whether studying Working with Groups (Coventry, ECU and WelTec), Group Work in Child and Youth Care (Humber College), Group Dynamics I and II (George Brown College) or Plan and Conduct Group Activities (Australian VE qualifications), this follows a traditional subject offering which complements working with individual clients. Classes about case management are not as common but can be categorised with subjects that support young people to set goals and stay on track and help youth workers to work with children and young people deemed to be at risk.

Specific skills relating to communication, counselling, Interpersonal Helping Skills (ECU) and ethical studies are far fewer in proportion compared to the theoretical subjects offered in each timetable. This shows a significant shift in delivery focus since the programs were first delivered. With a greater emphasis on the activities a youth worker would be engaged with during their working time, arts, crafts, hobbies, sport and recreational activities such as camping were all historically timetabled so that a youth worker would have a ‘complete tool box’ of activities and possibilities when on the job (Appendix 11). In 2016, the fact that youth work is far more diversified in its offerings and can be delivered as outreach, in a youth centre or to young people living under orders in a State-run residential home, requires students to be grounded in far more than simply how to deliver a program and keep young people entertained.

Creating, delivering and evaluating programs is taught to all students, for both group and individual settings. An integral part of a youth worker’s employment, this fits in with those subjects which are still directly related to the practical element of each course and is most
often known as *Principles and Practices of Youth Work*. It includes topics such as CV writing, applying for a job, ethical behaviour and dressing appropriately for the role. Strangely, only Australian VE qualifications offer *Occupational/Work Health and Safety* as a specific subject to be studied and passed as part of the programs.

### 3.2.7.3 Practical studies

Every youth work program examined for this research study includes a practical element as part of their program. Seen as reflecting the strong industry connections every program possesses, the amount of emphasis placed upon this aspect of a program is often determined by outside factors, primarily a professional body responsible for determining what is appropriate for students to complete so they can be deemed competent and work-ready upon completion of their studies. For example, the National Youth Agency (NYA) which is responsible for monitoring and evaluating all youth work programs throughout England, has determined that students must complete a minimum of 800 hours of practicum during their three or four year Hons. Degree. Between one-third and half of the entire hours undertaken by students studying youth work in the United Kingdom are timetabled as both block and hourly requirements each week, depending on each university’s timetable.

Following a similar format, the first year HE programs are a combination of observation and minimal duties, depending on the arrangements each university has with their local youth organisations. By the second year, students are embarking on field placements in a variety of settings including residential homes, council work and health services in local and overseas placements. Students are encouraged to pursue opportunities both locally and as far afield as possible, with overseas exchanges as far as Chicago, Australia and South Africa available to students at Ulster University in their second year.

All final year placements are built around a dissertation that must be presented before the end of the academic year. Bringing together their research skills in an area of interest that students have negotiated with the lecturers and tutors, the aim of the dissertation is to provide those who choose youth work with the practical and theoretical perspectives that will make them grounded practitioners in the youth sector.

Students undertaking Humber College’s *Bachelor of Child and Youth Care* will do a field placement in every one of their eight semesters except semester 2, and are required to spend 14 weeks over the summer vacation between years three and four completing an internship for a total of 1000 hours. George Brown College, also in Toronto, requires students to complete 900 hours of placement in total, less than the 1500 hours required up until 2013 when administrative changes led to the reduction in hours. Students spend two to three days each week of study at their placement organisation and the remainder of their time on campus.
Students in New Zealand are expected to spend 12-14 hours per week for 34 weeks over three years at their regular place of employment, as well as two supervised work placements within the program for more than 1200 hours in total. Timetabled to occur in the third trimester each year, this is similar to Ulster University students who complete ten-week blocks of field placement, although during the second semester, of each year. The second year block is encouraged as an overseas placement if at all possible.

RMIT VE students undertaking their Certificate IV in Youth Work were scheduled to complete two placement blocks in 2015, one of five weeks between semesters one and two, and the second over the September school holidays (2 weeks), in addition to any other hours they were able to complete during the academic year. Totalling 180 hours, the block placements were encouraged so that students could experience what occurs weekly in one work place as opposed to the same day each week as can occur when attending specifically scheduled hours each week.

In Australian HE degrees, there is no uniformity in the practicum components across the four universities with only ACU and VU offering scheduled placement over the three years of study. ECU students undertake this aspect of their course during their second year while RMIT HE students will start their placements with an organisational project in their fourth semester and a placement in semester five for a total of 35 days or 250 hours (35 days x 7.2 hours per day). It is thus possible that HE students at RMIT may not work with a young person as part of their formal studies until their last semester if opportunities do not arise earlier which seems very late to be encountering those who are central to your work.

Staff at Kent State University in Ohio, lament the fact that the practicum portion of their course is delivered only in the subject Practicum in Human Development and Family Studies, offered in the last semester. Determined to be an area that requires a greater emphasis, students need only complete 15 hours of field placement each week of the semester of study for approximately 200 hours in total. This can be doubled if the organisation where the field placement is signed off against demands that the student works additional hours so that it is worthwhile for all concerned. Students who choose to complete the case management course will do an extra practicum over two semesters as they complete an internship but this is not taken up by all students. Access to the youth industry is created through additional avenues including projects, guest speakers and site visits.

The number of youth organisations engaged with is also an important aspect of each program and can be related back to the overall duration of study. In the United Kingdom for example, students will tend to do three placements in three years, completing a different one each year while in New Zealand placement is often conducted in a place of regular employment or engagement with one of the supervised blocks to be at a different agency and a different field of practice.

RMIT VE students, regardless of which qualification they are studying, must work in a minimum of two and maximum of three youth work agencies during their year of studies, for
a minimum of 50 hours in each. This was stipulated to ensure that students spent adequate
time in each placement which would also enable them to complete the compulsory
assessments that must be undertaken within the work space. The only exception to this are
students in the Diploma program who are already working, as for all other VE qualifications
investigated for this study, and are able to use their place of work for reference for their
related assessment tasks.

Students access field placements through a variety of ways, most of which are directed by a
staff member who is dedicated to this aspect of study. Work experience ‘expos’, or fairs,
created for the purpose of showcasing what is available to students new to the sector are
provided by Glyndwr University and RMIT VE youth work departments. Held early in each
program, students are exposed to the variety of possibilities available to them within the
sector and it serves the dual purpose of connecting students with youth organisations directly.
In each case, the organisation of placements is the responsibility of the student; however,
staff are very active in supporting students to secure a placement if difficulties arise.

Known as a Field Placement Fair at Humber College, it is designed to help students choose
their first placement in the third semester. Students are able to investigate the various
possibilities on offer and then submit their preferences to the Field Placement Coordinator
who then matches the students to the organisations, based on her knowledge of the students
and the organisations concerned. Placement opportunities for the subsequent semesters are
located within a pool of possibilities which are posted online for the students to look at and
choose from. Placements may be taken over a semester or a year.

Students studying at both providers in New Zealand examined for this study must have their
placements organised before being accepted into either of the programs. This is confirmed at
the selection interview which a representative from the agency must also attend or at the very
least, provide supporting evidence to show that they understand the commitment the student
is undertaking. This is important because students must be released from their ‘normal’ work
duties to attend classes which are delivered in blocks of study time; this is discussed in more
detail later in this chapter.

3.2.7.3 Academic support studies

The importance of supporting incoming students to succeed in their studies from their first
day on campus is seen to be important by all interviewed for this study. However, only three
of the 15 programs investigated actually offered formal, timetabled programs in 2015.
Acknowledging that a different set of skills is required of students as they enter tertiary
studies, this reflects an educational institution’s overall commitment to their students.
Different to professional classes, they are designed to teach students how to read academic
texts, write an essay and other relevant documents for the program so they will succeed as a
tertiary student.
We added a class on foundational skills so students can learn about the ABC model of behaviour assessment, good behaviour model, influencing of self, eye contact, etc. (RTO1)

Always offered in the first semester, Mount Royal in Alberta, has timetabled General Education Requirement (English Cluster 4) as one of the first five courses students will complete and at George Brown College across the country in Toronto, students will take College English as one of their first semester subjects. Coventry University in the United Kingdom is the only university selected for that region in this study to offer such a course, Academic Skills and Reflective Practice, and is the students’ first timetabled class.

The importance of helping students navigate the peculiarities of tertiary education was seen as important by all interviewed and various informal methods were discussed, with orientation programs and on-going tutor support the most likely options provided to students.

We set aside a day during O week to look at how to write essays, use the library and stuff like that. Then, throughout the year, students are able to talk to their tutors and get any additional help there. (RT21)

3.2.8 Delivery

The majority of the programs investigated for this research study are delivered through the traditional face-to-face option of lectures and tutorials offered by universities. Class size is not a determining factor as this ranges from 25 students per cohort at Ulster University to 500 plus each year at Kent State University. Rather, the final number is defined by the deliverer with smaller institutions, such as the Academy of Competent Youth Workers in the USA, taking up to 40 students per program and teaching through classes or workshops.

In New Zealand the utilisation of various distance learning options was implemented in an effort to support students to achieve their educational goals. Conscious that many students are not able to relocate for study purposes due to family and work commitments, WelTec delivers the Bachelor of Youth Development in short teaching blocks of 36 hours of face-to-face delivery per subject. Students are supported by an on-line tutor throughout the year to provide ongoing support whether studying at the Auckland or Wellington site.

A similar format is offered by the Youth Cultures and Community Trust group, a not-for-profit network of Christian practitioners who deliver the Certificate 4 and Diploma program in Auckland and Wellington on the North Island and Christchurch/Dunedin on the South Island. Delivered with the intention of ensuring that students are not required to relocate from either their homes or employment while they study, students must attend all five study blocks of eight, eight, five, five and two days respectively throughout the year. Students also participate in six cluster groups in each of the four terms to reinforce what they have learnt during the block teaching times.
Kent State University in Ohio offers a mix of face-to-face and online courses to their students. However, preference is given to the former format because being in front of a class is seen as a safety issue and more personal and relevant when teaching about an industry that works with people, a sentiment echoed by others interviewed for this study.

*Our prime delivery method is face-to-face because it’s to do with people- 10-12 sessions of 2-3 hours per subject as lectures plus groups, seminars and an online/virtual presence (RTO2)*

*Face-to-face classes are more personal. (RTO3)*

*We use face-to-face/classroom and field work for teaching. Talk about it. Blackboard (online) is used as a support but we’ve have seen that students only tend to use it when it has been structured into the course. (RTO17)*

Utilising a variety of processes that would appear standard in each of the sites researched for this study, the most common are lectures and group discussions, group work, practical exercises, mentoring, case studies, reading articles and media reports, journal preparation, supervision sessions with tutors and support staff, assignment preparation and agency placements as discussed above.

Recognised Prior Learning (RPL), including significant previous work experience in the youth sector, is offered by most program providers and is especially obvious in North America where Community College graduates are able to enter an associated undergraduate degree in the third year. In New Zealand, those holding a *National Diploma in Youth Work (Level 6)* and entering the undergraduate degree are eligible for seven courses to be cross-credited leading to fewer timetabled courses in the first and second years of study (WelTec 2011).

Students continuing their studies who have completed either the *Certificate IV in Youth Work* or the *Diploma of Youth Work* are also eligible for cross-credits at RMIT University in Melbourne, receiving six and 12 months respectively off their undergraduate degree study time. Previous experience or currently working in the sector has also been seen as a way to reduce time in the lecture halls. However, this is generally utilised as a selection method for determining vocationally focused recruits into programs around the world. In the United Kingdom, applicants without two years’ previous youth sector experience are asked to reapply the following year once they have gained the necessary additional experience within the sector. Although desirable in Australia this is not a firm pre-requisite for entering any youth work program.

Four courses are typically offered each semester in a HE program though in Canada CYC students at Humber College study on average six subjects each semester while those at Mount Royal University take five each semester. Students studying the *Advanced Diploma: Child and Youth Care Program* at George Brown Colleges complete 41 courses in total over three
years. Split unevenly over six semesters, students study seven, seven, eight, six, seven and six subjects over the life of the program.

Historically, students in the 1960 YMCA course offered at Homebush in Sydney, studied on average ten subjects each trimester in addition to the practicum element of their studies. In 1978, SCV (Coburg) students studied seven courses which had been reduced to five in 1996 (Appendix 11). Why the reduction in subjects studied each semester occurred is not discussed in internal documents; however, this does prove that expectations of students’ achievements have been higher in the past than they are now in Australia, where a student taking five subjects is believed to be in danger of over-loading their studies.

3.2.9 Assessment

Assessment for each program investigated for this study could be deemed as standard with students completing a range of tasks including essays, case studies, reports, relevant documents related to work tasks students will undertake in their daily work lives, presentation work, both as individuals and in groups, and field placement and the associated assigned tasks which varies between sites.

The apparent difference relates back to the emphasis placed on the overall focus of each program with the majority deeming that students must be able to apply the theory learnt practically when working with young people in the sector. Australian HE youth work degrees would appear to be the exception, emphasising a greater academic focus and minimal time in comparison to other qualifications. Much smaller in comparison to the overseas examples examined, theory could be determined to be more important than the practical aspects when applying that theory to the work space. This contrasts significantly to its VE counterpart where the importance of being able to apply that theory practically in the everyday work space shapes the learning conducted.

3.2.10 Professionalism and Certification of Workers

The need to hold a relevant JNC approved BHons. in Youth Work before gaining employment as a professional youth worker has been required in the United Kingdom since September 2010. Despite this, a number of close observers of the field (Belton 2015, McAlinden 2015b) have discussed the impact the austerity measures of the past six years have had on the field with JNC requirements being ‘close to irrelevant’ when wanting to secure a job. Many employers are allegedly happy to take cheaper volunteers in both sectors, who have neither any training or are deemed JNC compliant. Consequently, job security for youth work graduates is virtually non-existent in England although P4Y states that youth workers are an integral part of the success of the document and corresponding policy outcomes.

In the remaining countries of this research, the youth sector is working hard to ensure those who work in the field are adequately trained. Preferring workers who are qualified in youth
work, the industry has been self-regulating itself for a number of years with a Diploma, the most often accepted qualification to determine a youth worker’s professional status. In New Zealand the central government has deemed this to be the case and Australian youth organisations would, for the most part, agree this is the industry standard despite some members of the youth industry arguing that a youth work undergraduate degree should be necessary.

In Canada and the USA, an official certification process has been formulated over many years to support those working in the sector to gain professional standing within the sector and to improve the professional standing of youth workers generally. In 2016, the certification process, which is conducted by the Child and Youth Care Certification Board (CYCCB), utilises the North American Competencies for Professional Child and Youth Work Practitioners (2010) to determine if a worker is able to demonstrate the full range of competencies deemed necessary for all youth workers. Piloted in 2006, a decade later the certification process is comprised of five tasks which requires applicants to:

1. Take a written exam comprising 75 multiple choice questions taken from 17 case scenario examples from across a variety of practice settings, which will show that a worker can apply the basic competencies to any given situation or setting. Depending on experience, applicants are tested for one of three levels of professionalism with each level requiring a different pass grade:
   a. Entry 75%
   b. Associate/Intermediate 70%
   c. Professional/Master 65%
2. Complete an application which is comprised of supporting documentation regarding education and experience
3. Provide two written peer reference reviews that confirms the candidate demonstrates professional character, ethics, and behaviour consistently
4. Provide a supervisor’s written assessment examining the candidate’s consistency in 38 specific areas of knowledge and skills demonstrated on-the-job
5. Produce an Evidence Portfolio which the candidate compiles showing professional practice though a series of eight reflective essays and activities which is peer reviewed (CYCCB 2015).

Conscious of the fact that not all youth workers in North America are able to secure a relevant qualification, the province of Alberta in Canada has created the following procedure to assist all youth workers in the province to gain their professional recognition:

- Be a member in good standing with the CYCAA
- Complete 2800 hours work in a relevant organisation, the equivalent of a one-year internship, by the time of the examination
- Have their supervisor’s endorsement
- Reach a minimum standard of educational experience in one of the following:
• A Child Care degree, Diploma and one year’s internship of 2800 hours
• A related degree or diploma and one year’s internship of 2800 hours
• An unrelated degree or diploma, one year’s experience (2800 hours) and one year’s internship of 2800 hours
• Certificates that directly relate to CYC services which, upon evaluation, meets the same standards as an unrelated degree or diploma, one year’s experience (2800 hours) and one year’s internship of 2800 hours
• No degree or diploma, a minimum of four years’ experience and the internship conditions (CYCAA 2000:21).

3.2.11 An International Overview

The International Snapshot of Youth Work in 2015 (Table 3.1 below) provides a comprehensive overview of the similarities and differences of youth work training in each of the five sites utilised in the study and an overview of the youth sector in each country. Starting with the origins of work in each country, the development of training and the political support available in each country, providing a clear depiction of each of the areas discussed in this chapter in relation to youth work in Australia, Canada, New Zealand, the United Kingdom and the USA.

3.3 WHAT ARE THE LEARNINGS FROM THIS CHAPTER?

The learnings gained during this chapter can all be related back to the professionalisation of youth work, the markers of which include:

• Formal training which provides exclusive access to a unique body of knowledge and skills which is gained through a specialist tertiary education program
• An altruistic outlook, serving the public interest before themselves
• Professional accreditation provided by a professional association which ensures that practitioners are properly trained
• Gaining acceptance from other professionals (Bessant 2009:131, Deverell & Sharma 2000, Sercombe 2009:78).

HE youth work programs delivered at each of the sites in this study are, for the most part, similar in structure and content. Delivered over three or four years, each program provides specialist knowledge training that is designed to produce graduates who are ready to undertake youth work in their country. Students in most countries are encouraged to take one of any number of study options and pathways that have been developed to provide them with a variety of access points to the knowledge and skills they require to do the job of youth worker.
This has changed over time, with youth work no longer situated in the youth centres that were the prominent form of engagement with young people which began during the 1970s. Thus, there has been a change in the job focus over time which does not always match the change in delivery that occurred when youth work programs were moved to HE and became more theoretically focused than previously when the industry provided the training to the sector. As a result, the curriculum needs to broaden to reflect the variety of job possibilities of the 21st century, the changing demographic and social profile of young people and the changes in policy and funding.

Although the content of programs has changed since they were first instigated, moving from a balanced theoretical and practicum foundation to one that is more heavily theoretical in 2016, the amount of industry engagement available in each country is seen to impact upon the quality of the final product.

Represented by affiliated professional associations and peak bodies, providing the sector with a strong sense of its mission and identity, programs in those countries that have access to such resources reflect the commitment by the youth sector to support itself as best it can. In the United Kingdom, this is evident through the strong connections industry has created with the educationalists in the form of the ETS Committees in each country and the peak bodies who all work together to keep youth work a viable profession. Providing guidelines for each aspect of the programs delivered, they support the universities and other higher education institutes to ensure that students will be able to meet the standards the sector has set for itself to ensure that young people receive the best care and support.

In North America, the certification and accreditation processes that the youth sector came together to create, was done so to ensure that high standards of practice and training were set and then perpetuated for the benefit of those child and youth care workers are there to support. Defining what a youth worker is and identifying the necessary competencies for successful work practices, the North American sector has worked hard to establish itself as a profession despite the lack of support from the government and other regulatory bodies. In response, they created their own and continue to move forward for the sake of those they are there to support – the children and young people of Canada and the USA.

Australian HE youth work programs, when compared to those delivered overseas, although similar in their content, differ in a number of areas, the first being the practicum outcomes of the programs delivered. Taking up less than ten per cent of the scheduled curriculum, elsewhere this aspect is determined by the various peak bodies who represent the youth industry at large. This is not the case in Australia where, although peak bodies and professional associations exist, the latter are in their infancy and their impact upon the programs delivered is minimal because many decisions regarding youth work programs are determined by those working at each respective university and industry engagement is negligible when compared with the other sites of this study.

Nor are Australian students as experienced when they begin their studies as their overseas counterparts as they are not required to provide evidence of previous experience within the
sector they are training to enter before they begin. They are also more likely to be straight out of school when beginning their studies as is seen at the other sites in this study.

New Zealand, in contrast, has a strong heritage of industry engagement in its history of providing services to young people. It also retains government support in regards to the updating and maintenance of standards for youth work qualifications which are regularly updated on the government career website. Many of the other sites in this study would be envious of the New Zealand government’s commitment to youth work education. However, the country has a 24 year old youth policy that has not been updated, nor has any indication been given that it will be anytime soon.

A government’s commitment to its young people can be gauged by the frequency with which youth policies are reviewed. In Australia and England, national youth policies written in 2010 have not been updated since, with the various states and local government authorities more likely to be working to local documents that have been created to address local issues and concerns. Across North America this is also the case, with each province and major city in Canada and across America replicating the practices of Australia and England. National policies do not exist, although a draft policy is available in the United States of America, but few know of its existence and it has never moved beyond the draft stage.

3.4 CONCLUSION

With the intention of situating the new proposed model within a global context to ensure best practice, the individual case studies for Canada, New Zealand, the United Kingdom and the USA (see appendices), provided the detailed history of youth work, government policies, industry requirements, available qualifications and the corresponding education of youth workers utilised in this chapter. Each program examined from the comparison sites provides the students in the associated qualifications the knowledge and skills necessary to undertake the practice framework in each country through a strong academic and vocational study combination. A number of key issues and learnings identified throughout the chapter highlighted significant differences when the current Australian HE youth work programs were added to the comparison.

The 2016 student profile sees a predominance of pre-vocational applicants studying to become youth workers rather than the historical experience of current workers gaining a qualification. Coupled with the lack of previous industry engagement Australian applicants bring to their studies, the need to provide a solid grounding in current and historical youth work practice is vital so as to provide Australian students with a firm foundation on which to base their future practice. The importance of creating a qualification that comprises the practical application of theory from the first day with a complementary practicum component of a minimum of 240 hours each year addresses what youth work organisational representatives and recent graduates agree is imperative to a student’s successful learning.
That only youth workers in the United Kingdom require a qualification for employment purposes does not lessen the need to provide a strong educational base for the youth work sector. In New Zealand and the United Kingdom, for example, volunteers are a significant part of the youth sector and are actively encouraged to gain qualifications to ensure their work with young people is done in a professional manner. Developed in consultation with the youth industry and the associated peak bodies ensures this occurs. Australian HE youth work programs are not written against any industry standards, nor are they regulated by

<table>
<thead>
<tr>
<th>Table 3.1: An International Snapshot of Youth Work in 2015.</th>
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<tbody>
<tr>
<td><strong>Country</strong></td>
</tr>
<tr>
<td>Origins</td>
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<tr>
<td>Then</td>
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<tr>
<td>Formal Training Began</td>
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<tr>
<td>Framework/Focus in 2015.</td>
</tr>
<tr>
<td>Government Depts. Responsible for Youth</td>
</tr>
<tr>
<td>Client Age Range</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Education/Training</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Qualifications avail.</td>
</tr>
<tr>
<td>Competency/ Capability</td>
</tr>
<tr>
<td>Regulating Body of YW Educational Programs</td>
</tr>
<tr>
<td>National Professional Body</td>
</tr>
<tr>
<td>Qualifications required for employment in the youth sector.</td>
</tr>
</tbody>
</table>

an outside body such as occurs in the United Kingdom. Rather, they are written in isolation with varying amounts of industry consultation occurring.

In Australia, peak bodies and the youth sector work closely with the educational providers to ensure that the programs students enrol into are relevant to what is occurring in the sector. Influencing the practical and theoretical content, program duration and emphasis, entry requirements, regular external examination of each program is mandatory and student outcomes ensures uniformity occurs and that graduates are industry work-ready upon graduation. Australian HE youth work programs would be greatly strengthened if these measures were to be included in the development and perpetuation of programs on offer.

The impact of the current financial situation sees a reduction and tightening of services across the globe and the reduction of educational offerings in the United Kingdom. The latter occurrence has not been witnessed elsewhere in this study however the shrinking of financial
support for youth services has resulted in a decrease of positions available for graduates upon the completion of their studies. Students are less likely to have full-time or ongoing employment immediately after graduation so the need for a broad base of knowledge is necessary so that youth work graduates are suitably prepared to take on the employment opportunities that do exist. A strong practical element testing the theory addresses the employment concerns put forward by the youth agencies interviewed for this research study.

Incorporating these considerations and observations into the structure of the proposed program ensures that future Australian youth work graduates are comparable with their global peers upon graduation.
CHAPTER FOUR:
THE CONTEMPORARY PROFILE OF AUSTRALIAN YOUTH IN THE CONTEXT OF YOUTH WORK EDUCATION (2014)

The overall aim of this thesis is the development of a new model of youth work pre-service training. Such training will remain ineffective and perhaps poorly designed in the second decade of the 21st century if students do not receive the necessary knowledge and skills to undertake their role successfully upon graduation. Hence, the identification of current and emerging issues for young people was considered important as was their evolving demographic profile. As Trewin (2005:28) has correctly stated, “Over time, issues for children and youth change. New issues emerge and older issues may assume less priority.” Programs that do not maintain their currency and reflect the changes occurring in the youth sector will quickly become outdated and produce graduates who are ill-equipped for the duties they hope to fulfil.

The objective of this chapter then is to examine the demographic and social data pertaining to Australia’s young people since the turn of the millennium to ascertain how these learnings impact on the aims and content of the new model. This relates to research question number three – How are the demographic and social profiles and needs of the Australian youth population changing and what implications does this have for constructing a pre-service training program?

4.1 AUSTRALIA’S YOUNG PEOPLE WITHIN A GLOBAL PERSPECTIVE

On a global scale, Australia’s young people are doing comparatively very well even though the Australian 10 – 24 year old cohort (13.5%) is very small compared to India (356 million), China (269 million), Indonesia (67 million), the United States (65 million), Pakistan (59 million), Nigeria (57 million), Brazil (51 million) and Bangladesh (48 million) (Das Gupta Engleman, Levy, Luchsinger, Merrick & Rosen 2014:5,6). Numbering 1.8 billion in total world-wide, when added to those under 10 years, another quarter of the world’s population (Goldin, Patel, & Perry 2014:2, Das Gupta et al. 2014), it is anticipated that the world’s youth population will reach more than 3.5 billion by the end of the 21st century.

Two recent global youth surveys, The Global Youth Wellbeing Index (Goldin et al. 2014) and the Commonwealth Secretariat’s Youth Development Index: Results Report (YDI) (Commonwealth Secretariat 2013:14) framed the well-being of the world’s youth in a global perspective. Both surveys measured the barriers and opportunities young people believe impact on their ability to have healthy lives and allow them to participate and contribute to their communities. A wide range of inter-connected issues were identified including (i) civic/citizen participation, (ii) economic/employment opportunity, (iii) education, (iv) health, (v) information and communications technology (ICT), (vi) political participation and (vii)
safety and security. The reports provided insight into what young people, aged between 10 – 24 years, were experiencing and thinking across the world at the time.

However, the overall findings for young people in both reports were not promising, showing that

“… the vast majority of young people represented are not generally experiencing high quality of life or conditions that will enable them to thrive and prosper”

(Goldin et al. 2014:11).

Specific issues identified by young people as areas of concern for them were published in the United Nations’ global *My World 2015 Survey* where the world’s young people indicated five life areas which would make the greatest differences to their lives: good education, better health-care, an honest responsive government, better job opportunities and protection against crime and violence (Das Gupta et al. 2014: v).

### 4.2 IDENTIFYING THE ISSUES FOR YOUNG PEOPLE IN AUSTRALIA

At the time of the 2011 Australian Bureau of Statistics (ABS) census, the Australian population totalled 21,507,717 people, an increase of almost 2.5 million people in five years, or 8.3 per cent. With a median age of 37 years, 32.6 per cent of the population were aged between 0 – 24 years, with 19.1 per cent aged between 0 – 14 years and 13.5 per cent aged between 15 – 24 years (ABS 2013b, Australian Government 2010). Of the total population 50.6 per cent were female and 49.4 per cent were male, contrasting with those aged in the 0 - 19 year age bracket with slightly more males than females.

An important finding from the data is the steady growth in the population for the ages 0 – 5 years and 12 – 24 years, over the surveyed decade. With an increase of 40,000 for the younger cohort and 50,000 people for the older group, it can be safely ascertained that Australia’s youth are increasing in number, echoing the international trend, and as would be expected given the rise in population growth and immigration numbers. Small fluctuations in the 6 - 11 year old group are apparent; however, this age group continues to increase in number overall. The need for more youth workers trained appropriately to work with this group is thus a given.

Overall, Australia appears to be doing well on the world stage in regards to providing for its youth according to those surveyed globally and nationally. Australian youth ranked number one overall and within the top ten for each of the categories measured in both reports (Goldin et al. 2014, Commonwealth Secretariat 2013:30). When considered in each of the six domains of *The Global Youth Wellbeing Index* (Goldin et al. 2014), Australia’s youth ranked:

- First for education
- Second for health
Fourth for economic opportunity
Fifth for safety and security
Seventh for ICT
Ninth for citizen participation (Goldin et al. 2014:15).

When the domains of the Commonwealth YDI are examined individually Australia ranked:

- First in health and wellbeing and political participation
- Third in education, behind New Zealand and Canada, and civic participation
- Eighth in regards to youth employment (Commonwealth Secretariat 2013:30).

In Australia, these results are echoed in the 2013 Mission Australia’s Youth Survey, an annual survey distributed to Australians aged between 15 and 19 years of age through secondary schools, Mission Australia services, other service providers, local and national government departments, youth organisations and peak bodies. First published in 2002, the survey provides a representation of young people in urban, rural and remote parts of Australia, asking them about their perceptions of current life and their future through the identification of key issues. In 2013, 14,461 Australian youth completed the survey, of which almost three-quarters of participants completed the survey online (Mission Australia 2013:8). While the sample is large, it may not be fully representative of Australian young people.

Identifying the economy and financial matters, politics and societal values, and equity and discrimination as the top three issues of concern (Mission Australia 2013:3, AIHW 2011). The four areas of friends and family relationships, school/study satisfaction, financial security and gaining employment were most valued by respondents. This represented a shift in priority from the previous year’s results where the three top issues identified were the economy and financial matters, population issues and alcohol and drugs. Mental health and employment continue to rise as areas of concern (Mission Australia 2013:3).

A closer look provides a more detailed picture of what is occurring in Australia and needs to be taken into consideration when creating a model of training for those who will work with this growing cohort. In an effort to ensure the proposed model supports those training to work within the youth sector, identifying the areas of change and significance in the lives of young people is vital. The following areas of importance were highlighted:

1. Australia’s young people within a global and international context
2. The changing cultural, linguistic and religious profile of Australia’s youth including those who are immigrants or refugees and the second generation youth cohort:
   a. Profile of young people born overseas
   b. The English as a Second Language (ESL) profile of youth born overseas
   c. The Languages Other Than English (LOTE) profile of Australian young people
   d. The religious profile of Australia’s young people
The profile of Aboriginal and Torres Strait Islander young people
3. Family formation and the vulnerability of children and young people
4. Education, training and career aspirations of Australia’s youth
5. Employment and income support
6. Careers and career education
7. Health: physical and mental well-being
8. Sexuality and gender
9. Young people and the criminal justice system
10. Cultural and sporting activities
11. Young people and the ‘new’ technologies.

Utilising Australian census data for the years 2001, 2006 and 2011, Mission Australia’s annual Youth Survey and anecdotal evidence from the youth sector relating to those aged 0 – 24 years, the findings in this chapter will cover both the current and future profile of young people of Australia who would benefit from a new youth work training model.

4.3 THE CHANGING CULTURAL, LINGUISTIC AND RELIGIOUS PROFILE OF IMMIGRANT AND REFUGEE YOUTH

A change in Australia’s immigrant and refugee profile highlights a shift in the population’s cultural focus, an area of study currently missing from Australian youth work education.

4.3.1 Profile of Young People Born Overseas

The CALD Youth Census Report 2014 (Hugo, McDougall, Tan & Feist 2014:11) reports that 25 per cent of young people aged 12 - 24 years, come from a culturally and linguistically diverse (CALD) background which includes those born overseas in a CALD country, second generation born descendants, refugees and those with a refugee ancestry (Hugo et al. 2014:0). It does not include those from English speaking countries.

Table 4.1 (below) shows the immigration patterns into Australia for 0 – 24 year olds for the census years of 2001, 2006 and 2011 for which the following trends are evident:

- The highest number of arrivals of the 0 – 24 age cohort came from New Zealand and the United Kingdom, which remain at positions one and two respectively over the three census dates.
- The total number of EU countries within the top 25 immigrant nations dropped from eight to six and three respectively over the three census dates with only the United

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12 This includes persons with at least one parent born in a CALD country and/or nominated a CALD country of ancestry during the 2011 census (Hugo et al. 2014:10)
13 This includes persons aged 12-24 who are 2nd generation Australian born descendants who have at least one parent born in a refugee defined country, nominated a refugee defined country as their country of ancestry during the 2011 census and/or came to Australia through the refugee and humanitarian program and are determined to be from the refugee born group (Hugo et al. 2014:10).
In 2011, young people from the smaller continental European countries of Bosnia and Herzegovina, Croatia, Greece and the Netherlands were replaced by those from Asian countries (China, India, the Philippines, and Malaysia) with the top ten countries for Culturally and Linguistically Diverse (CALD) immigrants for the 12 – 24 aged cohort in the 2011 census being from China (18.5%), India (9.6%), the Philippines (5.6%), Malaysia (5.2%), Hong Kong (3.8%), Vietnam (3.6%), South Korea (3.6%), Indonesia (3.1%), Singapore (2.6%) and Iraq (2.4%) with significant increases in the first three countries (Hugo et al. 2014). An increase in the overall numbers from the Asian region, increasing from 12 to 15 countries of the top 25 ranked countries, between 2001 and 2006, held steady at 15 for the 2011 census although Vietnam, Hong Kong and Indonesia decreased significantly in their ranked order during the census dates surveyed.

A rise in sub-Saharan African counties, particularly from the Horn of Africa, is also evident with the figures for Sudan and Zimbabwe (2011) reflecting this increase although immigrants from South Africa continue to be in the top 10 immigration countries for this age group over the three census years of the decade utilised for this study.

The impact of the Global Financial Crisis (GFC) sees a re-emergence of migration from English-speaking countries, particularly the USA, where the 15 - 24 year old age group numbers are lower than for those aged between 0-14 years.

The data highlights a significant shift in the CALD profile of Australia with a change over the past 60 years from European to Asian and more recently African migration configurations impacting on the make-up of Australia overall. The result is the arrival of two very distinct groups entering the country with very different experiences and expectations of their settlement and integration here.

The ever increasing number of young Asian immigrants coming to Australia, registered under the immigration categories of student, worker, family members of people already here and humanitarian-migrants (Hugo et al. 2014: 12, 19) sees many, particularly students, with little if any family support in Australia. Entering as temporary residents, meaning they arrived in Australia after 2003, are aged in Australia. Entering as temporary residents, meaning they arrived in Australia after 2003, are aged 15+ years on arrival from overseas though are neither an Australian or New Zealand citizen on arrival and do not have permanent Australian resident status, they indicate that they plan to stay in Australia for 12 months or more.

The number of young refugees from war-torn countries, such as Sudan (2011 census) and Syria also continues to rise. They bring significant levels of trauma that the average Australian would be hard pressed to understand, often little education and experiences of
Table 4.1: Top 25 Source Immigration Countries of 0 – 24 year olds: Census Years 2001, 2006 and 2011 (in chronological ranking).

<table>
<thead>
<tr>
<th>Ranking</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
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<tbody>
<tr>
<td></td>
<td>Country</td>
<td>Total # Young People (0-24 yrs.)</td>
<td>Country</td>
</tr>
<tr>
<td>1</td>
<td>New Zealand</td>
<td>85,798</td>
<td>New Zealand</td>
</tr>
<tr>
<td>2</td>
<td>United Kingdom</td>
<td>67,749</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>3</td>
<td>Vietnam</td>
<td>26,166</td>
<td>China (Excl. SAR* and Taiwan)</td>
</tr>
<tr>
<td>4</td>
<td>Philippines</td>
<td>25,839</td>
<td>India</td>
</tr>
<tr>
<td>5</td>
<td>China (Excl. SAR* and Taiwan)</td>
<td>25,611</td>
<td>South Africa</td>
</tr>
<tr>
<td>6</td>
<td>Hong Kong (SAR of China)</td>
<td>25,435</td>
<td>Philippines</td>
</tr>
<tr>
<td>7</td>
<td>South Africa</td>
<td>22,066</td>
<td>Malaysia</td>
</tr>
<tr>
<td>8</td>
<td>Malaysia</td>
<td>21,897</td>
<td>Hong Kong (SAR* of China)</td>
</tr>
<tr>
<td>9</td>
<td>Indonesia</td>
<td>19,001</td>
<td>Korea, Republic (South)</td>
</tr>
<tr>
<td>10</td>
<td>India</td>
<td>18,024</td>
<td>USA</td>
</tr>
<tr>
<td>11</td>
<td>USA</td>
<td>14,562</td>
<td>Indonesia</td>
</tr>
<tr>
<td>12</td>
<td>Korea, Republic (South)</td>
<td>13,790</td>
<td>Vietnam</td>
</tr>
<tr>
<td>13</td>
<td>Singapore</td>
<td>11,150</td>
<td>Singapore</td>
</tr>
<tr>
<td>14</td>
<td>Fiji</td>
<td>11,004</td>
<td>Thailand</td>
</tr>
<tr>
<td>15</td>
<td>Sri Lanka</td>
<td>10,299</td>
<td>Iraq</td>
</tr>
<tr>
<td>16</td>
<td>Lebanon</td>
<td>7,909</td>
<td>Taiwan</td>
</tr>
<tr>
<td>17</td>
<td>Yugoslavia</td>
<td>6,027</td>
<td>Japan</td>
</tr>
<tr>
<td>18</td>
<td>Germany</td>
<td>6,004</td>
<td>Lebanon</td>
</tr>
<tr>
<td>19</td>
<td>Canada</td>
<td>5,919</td>
<td>Canada</td>
</tr>
<tr>
<td>20</td>
<td>Ireland</td>
<td>4,868</td>
<td>Germany</td>
</tr>
<tr>
<td>21</td>
<td>Croatia</td>
<td>3,718</td>
<td>Bosnia &amp; Herzegovina</td>
</tr>
<tr>
<td>22</td>
<td>Turkey</td>
<td>3,658</td>
<td>Iran</td>
</tr>
<tr>
<td>23</td>
<td>Egypt</td>
<td>2,736</td>
<td>Ireland</td>
</tr>
<tr>
<td>24</td>
<td>Greece</td>
<td>2,546</td>
<td>Papua New Guinea</td>
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<tr>
<td>25</td>
<td>Netherlands</td>
<td>2,539</td>
<td>Turkey</td>
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*SAR Special Administrative Region
living many years in refugee camps, fractured families, and displacement (Couch 2010, Griffiths, Sawrikar & Muir 2010, Mudaly 2010, Ouliff 2010). That many of these young people do not have the immediate family support expected for the majority of young people is as important for youth workers to understand as to why they have migrated to Australia (Ouliff 2010).

Based on the findings from the ABS data, a need for youth workers to be aware of the changing sociocultural demographic profile of Australia’s young people is imperative. This extends to knowledge of the various temporary visa types and other factors pertaining to these cohorts and helps to incorporate a cultural, political and social awareness and understanding of the world. That this is an area that is currently not directly addressed in any of the core courses available to Australian HE youth work students is a fault of current programs although there are two courses across the country that may fit into this category. The first is the ACU HE youth work program’s course Our World: Community and Vulnerability. Delivered in the second semester of study, it addresses “… a fundamental commitment to social justice and advocacy on behalf of the vulnerable”, however, further detail is not available as to what is included in the delivery of this course (ACU 2016). Vulnerable People and Communities, a course delivered in second year at ECU, “… examines people and communities who are categorised as at risk of abuse, neglect and rights violations” giving the impression that the course may include refugees but it certainly is not the focus of the course (ECU 2015). The RMIT program used to have a subject Working with Immigrant and Refugee Youth but this was discontinued in 2002.

Having this specific knowledge ensures the work undertaken to support this growing group of young people, as indicated by the census data, is based on sound information and situated within frameworks and that beneficially support these young people to successfully assimilate into Australian society.

4.3.2 The ESL profile of youth born overseas

Hugo et al. (2014) note that according to the latest census figures of 2011, 25 per cent of all youth aged between 12 – 24 years come from a CALD background, meaning that they are either:

- Born in a CALD country
- Are second generation Australian born descendants and have at least one parent who was born in a CALD country
- Were born in a refugee country
- Are able to claim refugee ancestry (Hugo et al 2014:10).

The impact of a newly arrived person’s command of the English language is enormous as without it success in any area of life, whether education, employment or social interaction, will be compromised. The ABS figures show that the majority of the young people who declare they are able to speak English upon arrival into Australia tend to be those of the
younger age range of 0 -14 years. Of those aged between 15 and 24 years, a steady increase in numbers between 2001 and 2011 is evident indicating that almost half will require additional help with learning English in order to get ahead in Australia. In an effort to address this problem, the Australian Government offers all school-aged children of newly arrived permanent Australian citizens or holders of an eligible temporary resident visa for Australia, a 20-week, full-time intensive course at schools such as Blackburn English Language School.

The difficulty arises in that many in the older cohort are more likely to gain employment upon arrival than return to school meaning that there is a greater risk of dis-engagement due to their limited English language skills (Cahill & Ewen 1987).

For youth workers the likelihood of coming into contact with a young person who has a limited command of the English language and poor literacy and numeracy skills, has increased over the past decade and highlights the need for specialised knowledge and skills (Cahill & Ewen 1987). Other than the two courses discussed previously, current youth worker education provides no specific training in this area and needs to be included so that upon graduation youth workers are fully prepared to work with all members of the CALD community, as defined by Hugo et al. (2014).

4.3.3 The LOTE profile of Australian young people

The Mediterranean languages of Italian and Greek, a strong feature of Australian multiculturalism in the years following the Second World War, have been replaced by Mandarin. Although the most widespread language spoken in Australia after English, it only accounts for 1.6 per cent of the total Australian population implying that today there are a greater number of languages spoken by young people who could be newly arrived immigrants, children of those recently arrived or second generation immigrants.

Hugo et al. (2014:19) note that for CALD born youth aged between 12 – 24 years, the top ten languages spoken at home are Mandarin (17.8%), English (15.1%), Cantonese (6.4%), Arabic (5.0%), Vietnamese (3.8%), Korean (3.1%), Punjabi (3.0%), Hindi (2.8%), Indonesian (2.4%) and Tagalog (2.2%). Other languages (not specified) make up the remaining 38.2 per cent.

Reflecting the results of those born overseas discussed earlier, the rise of Asian languages in Australia mirrors the increase in the Asian population migrating to Australia although Vietnamese is no longer within the top five languages spoken in Australia and Arabic is now the fourth most frequently spoken language in Australia as of the 2011 census (ABS 2014c).

4.3.4 The religious profile of Australia’s young people

Understanding people’s beliefs in terms of religious affiliation according to the census data is very important when working with clients; religious beliefs are a cornerstone of how people
interact with others. According to psychologists, religion is about believing, behaving, belonging and bonding (Saroglou 2011). Knowing and understanding these attributes provides insight into such things as food rituals, cultural differences in regard to the treatment of others, death and important celebration and festival times, thus allowing for the planning of programs for young people to be prepared in a culturally sensitive manner. But it also includes issues of radicalisation.

Table 4.2 (below) shows the findings of the census data analysis:
- The top five responses in terms of religious affiliation for young Australians aged 0 – 24 years were consistent over the three census periods:
  1. Catholic Church
  2. No religion
  3. Anglican Church
  4. Not stated
  5. The Uniting Church
- Of those five only the Catholic Church (+1.86%) and No religion (+21.63%) grew in number, the latter significantly so, between 2001 and 2011. The remaining three responses showed a decrease in numbers: the Anglican Church (-15.00), Not stated (-11.86%) and the Uniting Church (-30.41%)
- The continued though slow growth in the numbers of Catholic young people as the largest religious group
- A growth in secularist humanist numbers in the first decade of the 21st century sees an increase in numbers while remaining steady in the number two position on the table for all three census dates; many of these are Chinese communist expatriates (Cahill 2009). The drop in numbers for those who did not state their religion in 2011 was in contrast to the growth that was evident in this area in 2006
- A substantial decline in the main Protestant traditions for the same period is in contrast to the huge rise in young people affiliating with the religions other than Christianity such as Hinduism (+152.9%) which almost doubled its numbers from 2006 to 2011, rising two places on the table
- Those who have not stated their religion decreased by almost 20 per cent in 2011 despite a steady increase indicated until 2006
- The second fastest growing religion for this age group is Islam (+58.72%) which remained in the sixth position in 2011 having gained that placing in 2006. This can be attributed to a high birth-rate leading to a greater number of young people identifying as Muslim which has implications for issues such as Islamaphobia and deradicalisation
- A number of religions increased in ranking, usually by one or two places, including Islam, Buddhism, Greek Orthodox, the Baptists, Hinduism, the Latter Day Saints, Seventh-Day Adventists, Macedonian Orthodox and the Oriental Orthodox
- The greatest decline in numbers for young people was noted by those identifying as Other Orthodox (-38.83%). Next were those attending the Salvation Army (-35.25%)
- The Orthodox religions plateaued as have the Jewish cohort
Table 4.2: Top 25 Religions for Young People (0 - 24 years): Census Dates 2001, 2006 and 2011 in Rank Order for Each Year.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Religion</th>
<th>Total # Young People (0-24 yrs.)</th>
<th>Religion</th>
<th>Total # Young People (0-24 yrs.)</th>
<th>Religion</th>
<th>Total # Young People (0-24 yrs.)</th>
<th>% Change 2001 - 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Catholic</td>
<td>1,808,977</td>
<td>Catholic</td>
<td>1,789,091</td>
<td>Catholic</td>
<td>1,842,665</td>
<td>+1.86</td>
</tr>
<tr>
<td>2</td>
<td>No religion</td>
<td>1,228,962</td>
<td>No religion</td>
<td>1,186,538</td>
<td>No religion</td>
<td>1,494,760</td>
<td>+21.63</td>
</tr>
<tr>
<td>3</td>
<td>Anglican</td>
<td>1,054,084</td>
<td>Anglican</td>
<td>944,751</td>
<td>Anglican</td>
<td>895,906</td>
<td>-15.00</td>
</tr>
<tr>
<td>4</td>
<td>Not Stated</td>
<td>705,984</td>
<td>Not Stated</td>
<td>801,672</td>
<td>Not Stated</td>
<td>622,219</td>
<td>-11.86</td>
</tr>
<tr>
<td>5</td>
<td>Uniting Xa</td>
<td>363,364</td>
<td>Uniting Xa</td>
<td>296,136</td>
<td>Uniting Xa</td>
<td>252,871</td>
<td>-30.41</td>
</tr>
<tr>
<td>6</td>
<td>Presbyterian &amp; Reformed</td>
<td>183,584</td>
<td>Islam</td>
<td>165,891</td>
<td>Islam</td>
<td>221,326</td>
<td>+58.72</td>
</tr>
<tr>
<td>7</td>
<td>Islam</td>
<td>139,441</td>
<td>Buddhism</td>
<td>136,070</td>
<td>Buddhism</td>
<td>156,398</td>
<td>+24.91</td>
</tr>
<tr>
<td>8</td>
<td>Buddhism</td>
<td>125,202</td>
<td>Greek Orthodox</td>
<td>106,329</td>
<td>Baptist</td>
<td>114,487</td>
<td>+8.30</td>
</tr>
<tr>
<td>9</td>
<td>Pentecostal</td>
<td>110,194</td>
<td>Presbyterian &amp; Reformed</td>
<td>100,875</td>
<td>Greek Orthodox</td>
<td>109,741</td>
<td>+3.57</td>
</tr>
<tr>
<td>10</td>
<td>Greek Orthodox</td>
<td>105,962</td>
<td>Baptist</td>
<td>104,226</td>
<td>Presbyterian &amp; Reformed</td>
<td>100,767</td>
<td>-45.11</td>
</tr>
<tr>
<td>11</td>
<td>Baptist</td>
<td>105,709</td>
<td>Pentecostal</td>
<td>90,818</td>
<td>Hinduism</td>
<td>93,931</td>
<td>+152.96</td>
</tr>
<tr>
<td>12</td>
<td>Lutheran</td>
<td>75,286</td>
<td>Lutheran</td>
<td>72,140</td>
<td>Pentecostal</td>
<td>92,898</td>
<td>-15.70</td>
</tr>
<tr>
<td>13</td>
<td>Hinduism</td>
<td>37,132</td>
<td>Hinduism</td>
<td>54,031</td>
<td>Lutheran</td>
<td>70,859</td>
<td>-5.88</td>
</tr>
<tr>
<td>14</td>
<td>Other Orthodox</td>
<td>36,098</td>
<td>Judaism</td>
<td>25,671</td>
<td>Other Protestant</td>
<td>30,390</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Other groups</td>
<td>29,886</td>
<td>Other Orthodox</td>
<td>25,165</td>
<td>Latter-Day Saints</td>
<td>26,379</td>
<td>+12.27</td>
</tr>
<tr>
<td>16</td>
<td>Jehovah’s Witness</td>
<td>28,506</td>
<td>Jehovah’s Witness</td>
<td>24,782</td>
<td>Other Orthodox</td>
<td>24,492</td>
<td>-38.83</td>
</tr>
<tr>
<td>17</td>
<td>Judaism</td>
<td>24,660</td>
<td>Latter-Day Saints</td>
<td>24,110</td>
<td>Judaism</td>
<td>24,456</td>
<td>-0.83</td>
</tr>
<tr>
<td>18</td>
<td>Latter-Day Saints</td>
<td>23,495</td>
<td>Other Protestant</td>
<td>19,450</td>
<td>Jehovah’s Witness</td>
<td>23,758</td>
<td>-16.66</td>
</tr>
<tr>
<td>19</td>
<td>Salvation Army</td>
<td>22,650</td>
<td>Seventh-Day Adventist</td>
<td>18,460</td>
<td>Seventh-Day Adventist</td>
<td>21,000</td>
<td>+11.85</td>
</tr>
<tr>
<td>20</td>
<td>Seventh-Day Adventist</td>
<td>18,775</td>
<td>Salvation Army</td>
<td>17,922</td>
<td>Macedonian Orthodox</td>
<td>14,797</td>
<td>-15.12</td>
</tr>
<tr>
<td>21</td>
<td>Macedonian Orthodox</td>
<td>17,433</td>
<td>Churches of Christ</td>
<td>15,048</td>
<td>Salvation Army</td>
<td>14,665</td>
<td>-35.25</td>
</tr>
<tr>
<td>22</td>
<td>Churches of Christ</td>
<td>17,225</td>
<td>Macedonian Orthodox</td>
<td>14,123</td>
<td>Oriental Orthodox</td>
<td>14,544</td>
<td>+4.34</td>
</tr>
<tr>
<td>23</td>
<td>Oriental Orthodox</td>
<td>13,939</td>
<td>Serbian Orthodox</td>
<td>12,366</td>
<td>Churches of Christ</td>
<td>12,553</td>
<td>-27.12</td>
</tr>
<tr>
<td>24</td>
<td>Brethren</td>
<td>7,776</td>
<td>Oriental Orthodox</td>
<td>12,036</td>
<td>Serbian Orthodox</td>
<td>12,231</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Aust. Ab’l Trad Rel</td>
<td>1,060</td>
<td>Brethren</td>
<td>10,228</td>
<td>Assyrian Apostolic</td>
<td>10,591</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Aust. Ab’l Trad Rel</td>
<td>2,629</td>
<td>Aust. Ab’l Trad Rel</td>
<td>3,470</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Young people identifying as participants of the Australian Aboriginal Traditional Religion more than tripled in numbers between 2001 and 2006 indicating a growing acceptance of acknowledgement amongst this group.

Again there is no evidence provided within the current Australian HE youth work programs of a specific cultural course that would allow students to explore the importance of these issues for the young people they will be working with upon graduation. With a country that prides itself on its multicultural mix and the evidence provided by the ABS census analysis to date, this is an area that requires addressing in the immediate future that goes beyond the ‘youth culture’ topics that are delivered in 2015.

Two courses pertaining to working with cultural groups have been included in the new proposed model, the first of which is *Children and Young People in Their Cultural Contexts*. Delivered at the beginning of the second semester of study, it begins with a study of the contemporary cultural profile of Australia including changes to Australia’s historical and cultural character with an emphasis on immigrants, refugees, international students, religion and language diversity and Culturally and Linguistically Diverse (CALD) communities.

The second course is *Communication Skills for Multicultural Contexts*, scheduled to be delivered in the first semester of study in the proposed model, which addresses this vital area of study currently missing from Australian HE youth work programs. Centred on the premise that communication is a key component for youth workers as without it the relationships that are central to youth work cannot be created or maintained, included in the course are working with diverse groups including the importance of understanding cultural, linguistic and religious differences and identification of the barriers that can stifle or stop effective communication from occurring as well as the process of second language acquisition. Attention to the associated cultural differences pertaining to the respect of others, attitudes towards social institutions such as education and religion, previous experiences brought to this country upon arrival, the impact of stereotyping, racism and prejudices, deradicalisation and the dynamics of using an interpreter are also included.

4.3.5 The profile of Aboriginal and Torres Strait Islander young people

Although indigenous youth face the same issues that affect young people everywhere, there are significant differences between themselves and their non-indigenous counterparts, including a more complex, larger and more fluid family structure and a higher incidence of risk, increased levels of poverty, health concerns and mortality rates, a loss of cultural identity, frequency of bereavement, family conflict and violence (ABS 2013a, AIHW 2011, Watkinson & Bessant 2010).

Much of this can be attributed to the impact of colonisation following the discovery and subsequent invasion of Australia by Captain Cook in 1770. Traditionally Australia’s indigenous population lived in semi-nomadic family groups, each with its own distinct history, culture and language. Relatively non-materialistic, they lived within defined areas,
moving with the seasons and placed a great emphasis upon their relationships with family and their country, a spiritually important aspect of their lives, believed to have been created and shaped by the actions of spiritual ancestors who travelled across the landscape during the time known as The Dreaming (Dudgeon, Wright, Paradies, Garvey, & Walker 2010).

Colonisation led to widespread conflict as farmers and pastoralists took over traditional lands. The resulting struggle saw many of Australia’s indigenous population wiped out due to small pitched battles, massacres of warriors, women and children and the introduction of diseases, sometimes deliberately, such as measles, chicken pox and influenza on communities that had no immunity to the viruses common to Europeans (Dudgeon et al. 2010).

In 1901, Australia become a Federation and all Australian states and territories were given responsibility for their own Indigenous people which continued until the 1967 Commonwealth Referendum granted Australian Aborigines full citizenship. During that time a number of ‘well-intentioned’ practices led to the displacement of entire families from their traditional lands into missions, reserves or other institutions. The most damaging and far reaching was what would become referred to as The Stolen Generations, with one in ten Indigenous children forcibly removed from their families and communities in the belief that they would become ‘civilised’ as a result (Dudgeon et al. 2010).

Since 1967, despite the continual difficulties of racism and disadvantage that persist, the quest for a cultural identity has gained a new significance for Australia’s Aborigines. This can be seen in the steady increase in the number of young people identifying as indigenous across the three census dates of this study. It was found that those aged 0 – 24 years totalled 21 per cent of the total indigenous population of 548,370 persons identified as indigenous in the 2011 census (ABS 2013a, AIHW 2011).

Table 4.3: ABS Census – Indigenous Status Age Sex for the Years 2001, 2006 and 2011

<table>
<thead>
<tr>
<th>Age</th>
<th>Year</th>
<th>Total # of Indigenous persons</th>
<th>Indigenous % Male</th>
<th>Indigenous % Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>2001</td>
<td>52,861</td>
<td>50.5</td>
<td>49.5</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>55,567</td>
<td>50.8</td>
<td>49.2</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>67,416</td>
<td>51.0</td>
<td>49.0</td>
</tr>
<tr>
<td>5-14</td>
<td>2001</td>
<td>108,069</td>
<td>51.5</td>
<td>48.5</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>115,541</td>
<td>51.2</td>
<td>48.8</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>129,672</td>
<td>51.0</td>
<td>49.0</td>
</tr>
<tr>
<td>15-24</td>
<td>2001</td>
<td>75,220</td>
<td>50.2</td>
<td>49.8</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>86,004</td>
<td>50.6</td>
<td>49.4</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>105,653</td>
<td>50.9</td>
<td>49.1</td>
</tr>
<tr>
<td>Total</td>
<td>2001</td>
<td>236,150</td>
<td>50.7</td>
<td>49.3</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>257,112</td>
<td>50.8</td>
<td>49.2</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>302,741</td>
<td>50.9</td>
<td>41.9</td>
</tr>
</tbody>
</table>

Contrary to popular belief 60 per cent of Australia’s indigenous youth live in the nation’s major cities with 37 per cent of all young Aboriginal people living in the remote outback (ABS 2013a, AIHW 2011:228, Watkinson & Bessant 2010) where access to regular fresh fruit and vegetables, coupled with lower levels of physical activity recorded for those living further out from the major centres, affects a young indigenous person’s overall health. Twice as many indigenous youth are acknowledged as being either overweight or obese compared to their non-indigenous counterparts. The mortality rate of Australia’s indigenous youth is equal with poisoning and injury as the main causes of death and long-term disease amongst the 15 – 24 year old group. One-fifth of the indigenous youth population has poor eye health, the most common concern being short-sightedness, and this group also has one of the highest rates of hearing loss and impairment in Australia. Asthma was the most commonly reported long-term health condition, Type 1 diabetes was lower than the general population though as adults (18+ years) more than half will develop Type 2 diabetes with chronic kidney disease and one quarter will develop high cholesterol levels (ABS 2014d, AIHW 2011:234). A higher incidence of mental health conditions such as anxiety and depression are also apparent substance abuse issues and injuries see twice as many smoking daily when compared with the non-indigenous group of 15 – 24 year olds. The rates of alcohol consumption and the use of illicit substances are about equal (AIHW 2011:220, Watkinson & Bessant 2010).

Poor sex practices saw ten times more indigenous young people aged between 12 – 24 years reporting sexually transmissible infections (STIs) while the rate of teenage pregnancy is five times higher than for the non-indigenous population for those aged between 15 – 19 years (AIHW 2011:242). Cultural and social factors add to the likelihood of these figures staying high, including poor education and employment opportunities, especially in the more remote areas of Australia.

Although the retention rates for indigenous youth attaining their year 12 has almost doubled over the ten-year period, they remain twice as likely to leave school early when compared to their non-indigenous counterparts (45 per cent). Although the gap in the standards achieved by Australia’s indigenous youth in the classroom is closing, it is still wider than it should be with many not meeting the national Year 7 or 9 levels of reading, writing and numeracy when tested annually. Their overall educational success is less likely due to an exceedingly poor overall attendance rate and the issues of English as a second language, chronic health conditions and living in some of the most remote areas in Australia, specifically in the Northern Territory, Western Australia and Queensland (AIHW 2011:246 – 247, Dawes & Dawes 2010, Watkinson & Bessant 2010).

Over-represented in the child protection system and more likely to be on care and protection orders, the kinship system of care, where a family member takes responsibility for the child/adolescent, is used more with this group than for others. This helps to keep them out of residential care. Despite this the number of indigenous youth involved in the youth justice system, grew significantly between 2005 - 6 and 2009 - 10 which is a cause for concern (AIHW 2011:244, Watkinson & Bessant 2010).
An over-representation in the crime figures for their age group whether as perpetrator or victim sees one-third of males and twice as many females being threatened with violence or experiencing physical harm. On any given day indigenous youth aged 12 – 17 years are 15 times more likely to be receiving juvenile justice supervision of some kind with almost half of those incarcerated being indigenous (AIHW 2011:245).

Currently, only the ACU (first semester) and VU (third semester) HE youth work programs schedule core courses on this topic. In the Australian context, youth workers need to understand how to work with their own indigenous youth population, an area lacking in current HE programs. Access to a working knowledge of the Aboriginal and Torres Strait Islander culture, coupled with an historical, political and social understanding and an understanding of how remote communities operate and succeed in comparison to urban and rural populations is important (Milburn 2010, Palmer 2010a, Palmer 2010b, Watkinson & Bessant 2010). This includes an understanding of how accessing services and goods means a different way of working which youth workers need to understand as having this flexibility in their tool kits will lead to greater success when working with this cohort of young people. A course delivered in the second semester of the second year has been included in the proposed program.

4.4 FAMILY FORMATION AND THE VULNERABILITY OF CHILDREN AND YOUNG PEOPLE

Trewin (2005) identified that a young person’s core community is more commonly their family which is where the majority of our primary and most intimate relations and learning occurs beyond the classroom.

With an average of 1.9 children per household at the time of the 2011 census:
- More than a quarter of Australian households included a young person,
- 60 per cent of 12 - 19 year olds were living at home with two parents, though both were not necessarily their biological parents
- The total number of couples living with children has steadily decreased over the 15-year period of 1996 to 2011 from 49.6 per cent to 44.6 per cent, with the number of couples without children rising by 3.7 per cent.
- One parent families increased by 1.4 per cent over the same period of time with 20 per cent of young people living in one-parent households where 80 per cent were headed by women (ABS 2011, Australian Government 2010).

The importance of the family in a young person’s life continues to be significant as children and young people achieve their most positive outcomes when provided support by confident, capable parents. Fisher (2001) talks about the strong links between poor family functioning and child behaviour which impact negatively on a child’s development. Fisher further advocates support to strengthen the family to enhance and address the causes of serious behavioural problems related to the family, such as poor parenting, poverty, father absences
and long-term parental unemployment, to reduce delinquency in juveniles (Fisher 2001, Graycar 2001).

On average, the young people surveyed by Mission Australia in 2013, stated they spend 40 hours per week with their family and 75.7 per cent valued their family relationships highly. In the same survey, 19 per cent indicated a much poorer experience than the remaining participants when asked how they perceived their families getting along (Mission Australia 2013:3).

Table 4.4: Census QuickStats: Family Composition (ABS 2001, 2006, 2011)

<table>
<thead>
<tr>
<th>Year</th>
<th>Family Comp.</th>
<th>Couples with children</th>
<th>Couples only</th>
<th>One parent with children</th>
<th>Other family types</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>#</td>
<td>2,308,942</td>
<td>1,589,882</td>
<td>672,868</td>
<td>82,227</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>49.6</td>
<td>34.1</td>
<td>14.5</td>
<td>1.8</td>
<td>100.0</td>
</tr>
<tr>
<td>2001</td>
<td>#</td>
<td>2,321,165</td>
<td>1,764,167</td>
<td>762,632</td>
<td>88,864</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>47.0</td>
<td>35.7</td>
<td>15.4</td>
<td>1.8</td>
<td>100.0</td>
</tr>
<tr>
<td>2006</td>
<td>#</td>
<td>2,362,582</td>
<td>1,943,648</td>
<td>823,254</td>
<td>89,686</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>45.3</td>
<td>37.2</td>
<td>15.8</td>
<td>1.7</td>
<td>100.0</td>
</tr>
<tr>
<td>2011</td>
<td>#</td>
<td>2,534,399</td>
<td>2,150,301</td>
<td>901,637</td>
<td>97,722</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>44.6</td>
<td>37.8</td>
<td>15.9</td>
<td>1.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>


In Australia, traditional youth work has focused on the young person with little interaction occurring with the family. This is unlike the common practice in countries such as Canada, New Zealand and Northern Ireland where the family and the wider community are acknowledged as integral components of a young person’s life and, where appropriate and possible, are included in all of the work designed to support the young person in question.

In contrast, Australian youth work is more likely to consist of programs created for youth to become involved in, such as activities run for or by community partners, away from the family setting. Ensuring that the ‘individual child and their social and family context’ are located within practice (DHS 2007:5) has not been a focus of pre-service training to date. Rather there is a disconnect between State Government policy, where the outcomes of Victoria’s The Best Interests Framework for Vulnerable Children and Young People (2007), relate strongly to the individual child within their social and family context.

4.4.1 Living outside of the family

Nearly 60 children and young people deemed at risk of significant harm in Victoria are removed from their parents’ care every week by the State and placed into an alternate residential setting. Of the 5,700 in care in June 2011, almost 3000 young people and children had entered the system within the previous 12 months; their average stay was 18 months in at least three houses in a single year (Cummins et al. 2012). In 2014, this figure had risen to 7,710, which was 17.92 per cent of the total of 43,009 children and young people in care.
around Australia. The second highest in the country, this was still less than half of those in care in New South Wales which accounted for 42.29 per cent of Australia’s total, the highest in Australia (AIFS 2016).

Some of those within care willingly choose to leave the system and experience the ‘freedom’ of living on the streets, joining almost one in 100 young people reported as being homeless in 2010. The Council for Homeless People (CHP) noted that in 2014 an estimated 6,117 young Victorians, aged between 12 – 24 years were homeless on any given night with 40 per cent of the total number experiencing homelessness aged 24 years or younger. In New South Wales, this number was 10,541 for those aged 0 - 24 years with those aged 19 – 24 years almost double the two younger cohorts put together (Homelessness Australia 2014). In the 2011 census, those aged 12 – 18 years deemed homeless were living in severely crowded dwellings, with 28 per cent living in supported accommodation for the homeless and eight per cent were living temporarily in other households. A further 7,976 lived in caravan parks and overcrowded or improvised dwellings (Australian Government 2010, ABS 2012a:5, Johnson & Chamberlain 2014).

Young males remain the predominant gender living roughly though an increase in the number of girls is evident. Citing family conflict as the principal reason for becoming homeless, domestic violence, family breakdown, cultural conflict, differing opinions including the issue of sexual preferences, mental health issues and substance abuse and usage by either the adults or young people involved are other common reasons given (Dixon & Lloyd 2010, Johnson & Chamberlain 2014:124, Mallet, Rosenthal & Myers 2010). Becoming disconnected from their families often leads to a disruption to education and employment, with a greater likelihood of mental and sexual health issues, poverty, substance abuse, social isolation and violence (Collier 2010, CHP 2014, Lennings & Kerr 2010, Mallet, Rosenthal & Myers 2010, Wildman & Stokes 2010).

Outreach youth workers in Melbourne interviewed in 2014 commented on a significant drop in the age of those utilising their nightly services with the average age being 11 years and six year olds not uncommon. The latter group represent a growing number of families with children living in cars that have been sent by their mothers to a safe space for food and social interaction. Accessing emergency accommodation is extremely difficult and often impossible after 9 pm each night.

No current pre-service youth worker education program in Australia incorporates ‘the family’ as a named core subject at any level. The increased numbers of homeless youth since 2000, show that this lack must be addressed and rectified if youth workers are to work successfully with young people. Workers require a firm understanding of what the family looks like and how it operates in the 21st century, how that differs between cultures, what pressures, such as economic and employment concerns impact upon families, how these may play out in the home and the possible outcomes, such as homelessness and crime. This knowledge and the associated skills would allow youth workers to work successfully with young people caught up in these cycles, providing strategies and support when the family is under duress.
The proposed model addresses this key issue in the second semester of study when students enrol into *Children and Young People: Working with the Family*. A historical analysis of the family, discussing the evolution of the modern family up until the early part of the 21st century, it includes an exploration of the impact of key factors such as death, divorce, domestic violence, chronic illness, poverty, child abuse and disability upon the family. Strategies and interventions designed to support young people and their families during these events, including the mediation process, lead into what the qualities of well-being are within the family context and how this leads to identity formation and linguistic development for children and young people.

### 4.5 Education, Training and Career Aspirations of Australia’s Youth

Rapid changes in society over the past sixty years has seen education become the largest government funded youth service and often the only formal social institution the majority of people engage with in the 21st century (Grogin et al 2013). Goldin et al. (2014) note that education plays a critical role in youth wellbeing as a sound educational base that allows for success in all future stages of life and 584,329 participants in the *My World 2015 Survey* indicated that education was the top priority for the post-2015 agenda for the world (Naidoo & Seim 2013).

In the 2011 census 30.2 per cent of people in Australia were deemed to be attending an educational institution. Of that 30.2 per cent, 27 per cent of young people were involved in primary education, 20.5 per cent in secondary education and 21.6 per cent were involved in some form of tertiary education (ABS 2014). The Mission Australia (2013) results, which only surveyed those aged between 15 – 19 years, noted that 95.2 per cent of the respondents were in full-time education, with most intending to complete year 12, a further 1.8 per cent stated they were in part-time study options and 3 per cent indicated that they were not studying at all.

The data from the ABS census dates of 2001, 2006 and 2011 (Table 4.5) shows:

- The number attending educational institutions in Australia reflects the population growth although the actual percentage figures at each level has remained fairly consistent
- A marked decrease in government secondary school enrolments contrasts with figures for those enrolling into the Catholic and other Non-Government secondary colleges, including private schools and those of other faiths such as Christian and Muslim schools
- The number of male students attending a government secondary college increased by almost a full per cent over the decade surveyed
- There was an increase of almost 15 per cent of males in vocational education in 2006
- The number of females engaged in part-time vocational studies dropped by 15 per cent in 2006 and rose by two per cent in 2011
- The overall number of females studying at university increased
- There was a nine per cent drop in the number of males studying full-time at university in 2006 which increased by eight per cent in the following census.

In 2010, the Victorian State government, like many of its national and global counterparts, raised the legal school leaving age to 17 years, as part of the initiative *Brighter Futures: Working Together to Improve Services for Young People* (2010). This had the aim of “Improving engagement with education and training, leading to an increase in the completion of Year 12 or equivalent” (Victorian Government 2010:3). The annual report from the Foundation for Young Australians (*How Young People are Faring* 2013) noted the success of such policies with 80 per cent of those who began their secondary education in 2007 still there six years later (FYA 2013:6). The ABS Census data for 2001, 2006 and 2011 echoes these results with girls more likely to complete their high school education.

Table 4.5: Education Profile of Young People (ABS 2001, 2006, 2011)

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total No. of Persons</td>
<td>% Male</td>
<td>% Female</td>
</tr>
<tr>
<td>Pre-School</td>
<td>277,845</td>
<td>51.9</td>
<td>48.1</td>
</tr>
<tr>
<td>Infants/Primary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>1,266,287</td>
<td>51.6</td>
<td>48.4</td>
</tr>
<tr>
<td>Catholic</td>
<td>343,052</td>
<td>50.6</td>
<td>49.4</td>
</tr>
<tr>
<td>Other Non Gov</td>
<td>162,072</td>
<td>50.7</td>
<td>49.3</td>
</tr>
<tr>
<td>Secondary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>794,625</td>
<td>50.4</td>
<td>49.6</td>
</tr>
<tr>
<td>Catholic</td>
<td>270,748</td>
<td>49.6</td>
<td>50.4</td>
</tr>
<tr>
<td>Other Non Gov</td>
<td>201,730</td>
<td>49.8</td>
<td>50.2</td>
</tr>
<tr>
<td>Vocational Education:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F/T</td>
<td>160,454</td>
<td>48.2</td>
<td>51.8</td>
</tr>
<tr>
<td>P/T</td>
<td>329,946</td>
<td>49.8</td>
<td>50.2</td>
</tr>
<tr>
<td>University:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F/T</td>
<td>458,142</td>
<td>45.0</td>
<td>55.0</td>
</tr>
<tr>
<td>P/T</td>
<td>261,164</td>
<td>44.4</td>
<td>55.6</td>
</tr>
</tbody>
</table>


Globally, Goldin et al. (2014) noted that Australia ranked first for educational achievement meaning that Australia’s young people have access to a high-quality, relevant education system at the primary and post-primary levels (Goldin et al. 2014:18). This would appear contrary to the most recent results from the OECD which found that Australian students, although performing better than the OECD average, are falling behind their international
counterparts, despite spending longer hours in the classroom with teachers who are well-prepared and teach on average 873 hours per year compared with the OECD average of 790 hours (OECD 2013). The Programme for International Student Assessment (PISA) also shows that Australian students are being outperformed by more countries at each testing period with a growing gap evident in the lowest socio-economic percentile who, as Tovey and Patty (2014) note, are, on average, two and half years behind their more affluent peers. In an effort to support vulnerable young people aged between 10 – 18 years to achieve positive outcomes, Youth Partnerships (2012 - 2014), a whole Victorian Government initiative, was established. Headed up by David Murray, the team designed and tested new ways for services to work collaboratively so as to “… improve engagement with education and training, leading to an increase in the completion of Year 12 or equivalent (and) reduce escalation of problems for individual young people (State Government of Victoria 2014).

One of the project’s key discoveries was that annually more than 10,000 year 9, 10 and 11 students are not enrolled in any form of study or training. Another was that young people located within the statutory environment of child protection, juvenile justice and out-of-home care show no improvement in regards to their education engagement, with less than a third attending an educational institution. The ‘at risk kids’ are still the ‘at risk kids’ (Murray 2014).

Young people who undertake tertiary studies find themselves with another set of issues as they move legally from dependence to the independence of adulthood. However, many find this is delayed due to the financial pressures created by the high cost of living in the 21st century.

Youth workers may practice in educational settings during their studies however none of Australia’s HE programs include a course that specifically focuses on the importance of education and schools as a unit of study. This would appear to be misdirected when the age of the cohort suggests that the vast majority of those to be supported ought to be engaged in some form of education.

Adding this area of study to the curriculum would raise the profile of education and school as important for young people and provide vital skills youth work students require to better support their clients in the future. Working with Children and Young People in Diverse Settings includes education as one of the key settings to be explored with students. Taken through the history, the associated legal requirements and the social and political implications, students would also explore typical program identification, development, implementation and review techniques necessary to ensure they have met client needs. The elective Working with Children and Yong People in Educational Settings would provide students who wish to pursue this area of practice further with a more detailed overview of the historical and current practices of Australia’s education system the differences between formal and informal education and the key stakeholders that are involved.
4.6 EMPLOYMENT AND INCOME SUPPORT

If Australia’s youth are not involved with education it is anticipated that they are actively employed. According to the Australian Government (2010), young people contribute approximately $50 billion to the gross national income each year, with 15 - 19 year olds exceeding 40 hours a week in productive activities and 20 to 24 year olds approaching or exceeding 50 hours a week. Mueller (2007) believes this is broken down into 29 per cent of teenagers working part-time jobs, five per cent working full-time and two per cent owning their own businesses.

Examining the data of the Australian 2011 census (Table 4.6), it was found that:

- More than one million 15 – 19 year olds are employed in either full-time or part-time work
- Close to two million 20 - 24 year olds are employed in either full-time or part-time work
- More males are employed full-time, especially in the 15 – 19 year age group
- Young women are more likely to hold part-time employment options
- More males work for family businesses though the numbers are significantly lower than for all other forms of employment undertaken by youth.

Table 4.6: 2011 Working habits of 15 – 24 year olds. ABS census data

<table>
<thead>
<tr>
<th></th>
<th>15-19 year olds</th>
<th>20-24 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Full-time</td>
<td>99,371</td>
<td>66</td>
</tr>
<tr>
<td>Part-time</td>
<td>153,113</td>
<td>41</td>
</tr>
<tr>
<td>Family business</td>
<td>2,330</td>
<td>59</td>
</tr>
<tr>
<td>Not stated</td>
<td>4,176</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>523,295</td>
<td>557,202</td>
</tr>
</tbody>
</table>


Without the burden of an adult’s financial responsibilities employment means access to a disposable income which sees more than $140 billion returned to the economy each year, with the biggest ticket items being clothing (21%), food (20%), personal care (10%) and a car (9%) (Mueller 2007, Piperjaffray 2014). The top two employers for 15 – 19 year olds (57%) are retail trade and accommodation and food services compared to 20 – 24 year olds who are more likely to be employed in the wholesale trade industry and accommodation and food services (29%). Almost twice as likely to be employed as their younger counterparts, both groups are likely to be studying and working simultaneously.

A steady rise in Australian youth unemployment figures from 12 per cent in October 2011 to 20 per cent of young people unemployed in January 2015 echoes what occurred globally and is a major concern for social commentators (Brotherhood of St. Laurence 2015). Goldin et al.
(2014) note that almost half of the world’s youth are either unemployed or underemployed and would be successful if they were able to access economic opportunities, a critical component of wellbeing that allows them to support themselves. Some of the blame has been laid at the feet of educational services as many question whether young people are being adequately prepared to take on the sometimes rapid changes occurring in the world of work (Chappell 2004).

As discussed earlier, education plays a critical role in youth wellbeing and successfully transitioning from school into the workforce is as important as literacy. The Interagency Working Group on Youth Programs (2013) published *Pathways for Youth: Draft Strategic Plan for Federal Collaboration* noting that early school leavers in particular struggle to transition smoothly between the worlds of education and work because they are not properly prepared with the required skills and qualifications necessary for today’s labour market (IWGYP 2013:5-6).

Again, this is an area of study not specifically addressed in any of the current Australian HE youth work programs. However, helping young people, prospective workers, successfully transition into the economic world, both for their own and society’s benefit, is vital. As a priority area for any government, in the proposed program this area would also be addressed in *Working with Children and Young People in Diverse Settings*, where youth work students would learn the specific knowledge and skills related to mentoring, networking and research to aid the transition of young people from school to work.

### 4.7 CAREERS AND CAREER EDUCATION

Looking at the census data in the previous section, it is apparent that many employment opportunities pursued by those aged 15 - 24 years are not undertaken with a long-term career focus in mind. Rather, it provides a disposable income which allows the majority of young people to participate financially in the world before they begin their chosen careers and the independency of adulthood.

Most young people have strong career aspirations (Cahill & Ewen 1987) and yet, as the most educated generation more likely to attend tertiary education and training after their secondary schooling, there is a very real question as to whether there are enough jobs in their chosen careers to ensure the success in the lives they hope for (Independent 2015, Ting 2015). Rising unemployment figures for this cohort complicate this further.

As discussed in chapter one, the main concern for many countries, including Australia, is the inadequacy of formal education institutions to provide suitable skills training for young people so they are properly prepared to become part of tomorrow’s work force (Rogers 2014). Given that it is a long-term issue, Daniels and Brooker (2014) and others (Burke et al 2009, McLaughlin & Hills 2010, Schleicher 2014, Trede & McEwen 2015) note that there is now a stronger emphasis placed on tertiary education to prepare students for their future careers which is far more career focused than many secondary school programs where two
weeks’ work experience is what most young people base their future studies and career upon. Providing better links to employment opportunities is imperative for success in later life.

As discussed in the previous section, current youth worker education does not provide this focus and yet many will work with young people in the area of employment and career path determination. Its importance cannot be dismissed and requires sound communication and mentoring skills, along with networking and researching so as to gain a firm grasp of what employment opportunities are available and how to access them. Although research skills are provided in every youth work HE program in this study, translating the related skills to other areas is not obviously apparent.

In the proposed model students would study the relevant subjects of Working with Children and Young People in Diverse Settings, Youth Work Principles, Practices and Interpersonal Skills and the support classes for the Assessed Field Placement which addresses careers and careers education. Ensuring that students are able to link the knowledge and skills learnt in individual courses and utilise them accordingly is an important skill that is often lacking in current youth work programs; courses are seen as stand-alone units of information rather than an integrated system of knowledge that, when combined, will allow the graduate to work most effectively.

4.8 HEALTH: PHYSICAL AND PSYCHOLOGICAL WELL-BEING

The importance and impact of a young person’s physical and mental health underpins every aspect of their adolescent development (Goldin et al 2014:19). This is important for all youth workers to understand so they can differentiate between ‘normal’ and ‘at risk’ behaviour and expectations.

According to the 2011 ABS census, the general health of all Australians aged over 15 years was considered to be very good or excellent with only 4 per cent recording poor health (ABS 2013c). There was a reduction in the prevalence of asthma while the incidences of diabetes and cancer have remained stable for children and young people is a positive sign, as is the reduced infant death rate for those aged 0 - 14 years; this has more than halved between the years of 1986 and 2010 (AIHW 2014).

Causes for concern start with one in three young people being of an unhealthy weight with the number of obese children aged between 5 - 17 years increasing from 21 per cent in 2007/8 to 25 per cent in 2011/12 (ADF 2014). The impact this has on a young person’s long-term health is important to note as this can lead to chronic health conditions such as diabetes mellitus, heart disease, hypertension and kidney disease.

Alcohol consumption amongst teenagers is a very significant concern with most young Australians in 2014 admitting to having their first full serve of alcohol at 15.7 years. Most likely to be supplied by their parents, those aged 15 to 19 years had the highest hospitalisation rates for acute intoxication among all age groups (ADF 2014, Australian
Government 2010). Excessive drinking leads to other health issues with being drunk the reason that 17 per cent of 15 – 18 years old gave for having sex which they later regretted. It also contributes to the three major causes of teenage death in Australia: injury, homicide and suicide, the leading causes of death for young people aged 15 - 24 years. Although the rates of suicide for this age group declined by 48 per cent between 1997 and 2007, males aged 20 - 24 years continue to be more likely to take their lives (Australian Government 2010: 4-5, Mindframe 2014).

Drug use continues to be an area of concern with analgesics the most commonly used drug for non-medical purposes among 12 – 17 year olds while cannabis is the most commonly used illicit drug amongst this age group. Tranquillisers, cocaine, ecstasy and heroin are used by approximately five per cent of 12 – 17 year olds whereas inhalants, on average, are used by almost 20 per cent who deliberately sniff inhalants at least once. Amphetamines tend to be used more by older youth with the average age of engagement being 18.6 years. Seventy-seven per cent of 12–17 year olds say they have never smoked tobacco/cigarettes (ADF 2014, Lambert & Marsh 2010).

Grogin et al. (2013:83) note that one in four young people in Australia has a mental health disorder with mental health problems in Australia for those aged 13 - 17 years reported at 19 per cent and 27 per cent for 18 - 24 year olds. Depression and anxiety are the most prevalent mental health issues for around 30 per cent of adolescents with the likelihood of each young person experiencing at least one depressive episode before they turn 18 years of age (Cohen, Medlow, Kelk, Hickie & Whitwell 2010, Grogin et al. 2013, Burns & Field 2010). It is unlikely they will seek professional help though young women, at 31 per cent, are twice as likely as young men to seek support (Grogin et al. 2013, Wright & Martin 2010). Body image continues to be an area of major concern for young Australians with almost three times as many females as males surveyed expressing their worries about this area of health (Mission Australia 2013).

The Mission Australia results for 2013 noted that coping with stress remained a major concern for 38.3 per cent of respondents who were extremely concerned citing school and study problems as the primary cause. With more than 95 per cent of respondents still involved in education, the pressure to succeed is producing a real fear of failure and poor prospects in the areas of work, and further study after completing their secondary education are not helping as opportunities diminish. Poor grades compound the issue as young people surveyed juggled education, work, family and social commitments. The overall result is a large number of young people feeling overwhelmed and struggling to cope (Mission Australia 2013).

Having a solid knowledge concerning normal youth development and all related health issues, including diet, physical and mental health issues, alcohol, drugs and suicide ideation is therefore clearly important and should be included in all youth worker education programs. In 2016, ACU is the only Australian HE youth work program to include the course Wellbeing
and Young People which is directly related to young people’s health. More often this vital topic is presented within other subjects such as RMIT University’s Knowing Young People.

Based on the findings above, the proposed model thus includes a number of health-related courses, the first of which is The Psychology of Child and Youth Development scheduled in the first semester of first year. It covers a number of topics including the identification of the key milestones of brain development and behaviour as they relate to infancy, pre-school, middle childhood and the three stages of adolescence (early, middle, late) and the importance of identity formation and human development (physical, cognitive, emotional, psychosexual, linguistic) in atypical situations. The course concludes with an investigation into the causes and treatment of major psychological disorders found in children and adolescents, the impact of trauma, such as physical and sexual abuse, as well as a history of mental health treatment in Australia, together with youth suicide ideation.

The elective The Physical and Sexual Health Status of Australia’s Children and Young People would allow students to further investigate this area of interest further, providing a solid knowledge of all health issues pertaining to this age group including diet, physical and mental health issues, alcohol and other drugs usage, the impact of accidents on health outcomes, suicide and genetic history.

In the original proposed model, the courses Working with Children and Young People Affected by Alcohol and Other Drugs (AOD) and Working with Children and Young People Affected by Mental Health Issues allowed those interested in these areas of practice the opportunity to delve further into an area of expertise they may follow as practitioners upon graduation. After the appraisal process the AOD and mental health electives have been amalgamated into Working with Children and Young People Affected by Alcohol, Other Drugs and Mental Health Issues and scheduled for the beginning of second year due to its perceived importance.

All students would also undertake OHS training, an area of work practice no HE youth work program currently delivers, as well as gain their first aid and Mental Health First Aid (Youth) certificates as part of the first year Youth Work Principles, Practices and Interpersonal Skills classes. This provides graduates with both the latest information on how to deal with these issues as well as the practical knowledge and application of that which comes with the ownership of these certificates.

4.9 SEXUALITY AND GENDER

Conducted regularly since 1992, the fifth National Survey of Australian Secondary Students and Sexual Health (Mitchell, Patrick, Heywood Blackman and Pitts 2014) surveyed Years 10, 11 and 12 students from all educational institutions across Australia about their attitudes and sexual experiences.
Most of the almost 2000 respondents stated they were happy with the choices they had made in regard to their sexual practices, which is similar to previous years’ results. Half of those surveyed cited the reasons of religious, cultural or parental pressure for why they had not had sexual intercourse, adding that they felt good about their decision. The majority of those who reported being sexually active, stated they were happy after having sex with one quarter reporting that they had experienced unwanted sex of some kind while 23 per cent stated they had had sex with three or more people in the past year (Mitchell et al. 2014: v-vi). Two-thirds of sexually active young people admitted to using condoms, an improvement over earlier research that showed only half were using protection (Gourlay 2010); teenage birth rates were higher in the lowest socio-economic strata (SES) areas (ADF 2014, AIHW 2014).

A relatively high knowledge about HIV contrasts with poor knowledge of STIs and hepatitis with almost half of the respondents nominating the school health program and the internet as their main source of sexual information. Half were dissatisfied with the sex education provided at school, stating that it did not match their own experiences which Collier (2010:315) attributes to poorly resourced, hurriedly planed programs that are more concerned with “pleasing various factions in the community, rather than educating young people about sexuality and relationships”. Mothers (36 per cent) and female friends (41 per cent) were nominated as who the majority would consult about sex and relationships (Mitchell et al. 2014: v-vii).

Although fewer than 20 per cent of males and almost a quarter of young women indicated they were attracted to people of the same gender and eight per cent of males and four per cent of females indicating an attraction to both genders, sexual orientation is a major issue which often leads to multiple forms of abuse including physical, verbal and written (Mitchell et al. 2014). Social isolation, cyberbullying, humiliation and family rejection can be complicated by cultural expectations. Remote or rural geographical locations were noted as exacerbating the experiences of young people who identified as queer, transgender or inter-sex (Robinson, Bansel, Denson, Ovenden and Davies 2014). The downside to this, as discovered by the research of Robinson et al. (2014) Growing up Queer, which surveyed 1032 young people in Australia about their sexual preferences, is that 41 per cent of participants had thought about self-harm and suicide, with 33 per cent admitting to harming themselves and 16 per cent attempting suicide.

The impact of the internet on the sexual lives of young people also cannot be dismissed especially as the most popular internet searches regarding sex are conducted by youth. Fuelled by easy access created by the internet and mobile phones, Flood (2016) noted an increasing normalisation of pornography in mainstream culture, especially among the young. The reasons for why young people access these sites varies between the genders; males aged between 15 - 25 years primarily view pornography to become aroused or to masturbate (48.8%), curiosity (39.5%) or ‘to be cool’ (28.5%) while females stated they looked because they were curious (54.6%) or ‘to be cool’ (19.1%) (Bryant 2009).
A continuing drop in the age of exposure to a proliferation of images and practices many adults believe to be inappropriate for young people sees eight per cent of 10 - 13 year olds and 20 per cent of 14 - 17 years admitting to having viewed pornographic websites (Bryant 2009).

The Salvation Army (Pho 2016) is concerned that young people are relying on pornography to teach themselves about sex and relationships, where this more often portrays unrealistic expectations and distorted views about sexual interactions, women and relationships (Pho 2016). The increased incidence of young people committing sexual offences and children engaging in problematic sexual behaviours echoes findings by the Australian Childhood Foundation which reported a 36 per cent increase in youths committing sexual assaults between 2012-13 and 2013-14 (Bryant 2009, Pho 2016).

For youth work education, the issues pertaining to the sexual experiences of young people flags an area of extreme importance where youth workers can take the lead in providing knowledge, skills and support, especially to those who are dealing with issues around their sexual orientation and in informing others on how to behave appropriately. Tools for working with families in these situations, understanding how culture and religion can impact on the outcomes of a young person’s realisations and knowledge about mental health and suicide prevention are necessary for ensuring that all young people feel supported as they grapple with these issues.

ACU’s Sociology of Gender course is the only course delivered by any of the four current Australian HE youth work programs that specifically investigates this important area of study in regards to young people. However, as detailed above, this is an area of extreme importance where youth workers can take the lead in providing knowledge, skills and support to children and young people dealing with issues around their sexual orientation and identity formation. Included in the proposed model’s first year course The Psychology of Child and Youth Development, the elective The Physical and Sexual Health of Australia’s Children and Young People would allow students to investigate the associated issues pertaining to the sexual experiences of young people further.

4.10 YOUNG PEOPLE AND THE CRIMINAL JUSTICE SYSTEM

In legal texts, the term ‘youth’ is related to varying levels of social responsibility and legal rights with those under 10 years of age are legally deemed unable to be held responsible for their own actions in all states and territories of Australia. For those aged 10 – 14 years, responsibility must be proven and adult charges are laid at 18 years in every state and territory except Queensland which determines the age of legal responsibility to be 17 years.

Delivering the keynote speech Early Intervention – Young People and Families, at the 2001 Australian Institute of Criminology’s (AIC) conference in Tasmania, the then Director, Dr Adam Graycar (1994-2003) spoke about how most young people do not get into strife; rather a small group of offenders is evident with many only offending once. Asking key questions
with the purpose of diverting young people away from a life of crime, he noted that the longer young people stay out of the system after their first offence, the more likely it is they will not return, with only five per cent of first offenders becoming chronic offenders; these then account for about half of all offences committed (Graycar 2001:10).

Forty per cent of juvenile crimes occur between 2 and 6 pm on weekdays and are most often property and petty crimes such as graffiti, vandalism, shoplifting and fare evasion. Deemed to be attention seeking, public and episodic in nature, they come to the police’s attention because those committing the crimes are less experienced and tend to commit offences in groups in public places that are close to where they live. The serious crimes of homicide and sexual offences are less common though young people are more likely to be the victims of some violent crimes, including sexual offences and assaults. Less likely than older victims to report it, males aged 15 - 19 years are twice as likely as those aged 25 years or older, to become a victim of robbery and are often the victim of the crimes of other juveniles (AIC 2011, Graycar 2001, Australian Government 2010).

A large number of risk factors have been identified as indicators regarding a greater likelihood of young people entering the juvenile justice system, including peer rejection, academic failure, learning delays (which accounts for 23 – 32 per cent of those in custody), combined with teacher intolerance, reduced family connections due to poor supervision, divorce or family break-up, substance abuse, long-term parental unemployment or low income, neighbourhood violence, lack of support services and child behaviour problems. The high incidence of neurodevelopmental disorders, including attention deficit hyperactivity disorder (ADHA) and autism, has also been noted as well as poor speech and language development (Hughes 2014). A high proportion of those incarcerated have been noted to have a mental illness or intellectual disabilities when compared to those in the community (Fisher 2001, Graycar 2001).

In 2007 – 2008, among lawbreakers who came into contact with the police, those aged 15 - 19 years were four times more likely to be processed by the police than any other age group (AIC 2011, Graycar 2001). Diversionary sentences of non-custodial penalties such as fines, work orders and community supervision are preferred when working with offending youth with Grogan (2014) noting that those aged 10 – 14 years who appear in court are more likely to continue to engage with the court system and are at a heightened risk of continuing on into the adult prison experience (Graycar 2001:10, Grogan et al 2014:12). Modifying behaviour before it becomes entrenched is the aim and can be achieved by providing activities that support and strengthen families (Fisher 2001, Graycar 2001, Hughes 2014).

The implications for youth worker education are that workers require a solid understanding of all aspects of the youth justice system and the law overall, so they are able to create programs that will support young people to find alternatives to crime if that is a potential outcome. Currently, RMIT University offers Legal and Justice Issues for Young People, a course offered in second year, that takes students through various aspects of law as it pertains to young people in Australia. VU students study Young People, Diversion and Restorative
Practices but there is no reference to legal considerations in the unit description provided online for prospective students to view (VU 2014). Rather it describes the impact and importance of applying these as successful youth work practices.

Learning to work closely with local police and other community and legal authorities is important as a thorough, well-grounded understanding of the legal system including the relevant terms, Acts, court outcomes and the impact of sentences on a young person’s life. Providing solid programs that empower young people and offer alternative, interesting activities that capture their imagination provides alternatives that support young people to stay out of the system and not become statistics. Consequently, the course Legal and Ethical Considerations in Community Youth Work is delivered in the first semester of study. The elective Working within the Juvenile Justice System provides interested students the opportunity to pursue this area of study further.

4.11 CULTURAL AND SPORTING ACTIVITIES

Cultural and sporting activities are a significant feature of Australia’s everyday life which is reflected in how children and young people spend their time when not in school. A third of children (5 - 14 years), for example, in 2011/12 participated in at least one organised cultural activity such as playing a musical instrument, singing, dancing, drama or organised art and craft outside of school hours.

An analysis of ABS census data for 2011 found that almost twice as many females (47 per cent) participated in cultural activities than their male counterparts, finding that 15 per cent of females participated in dance activities compared to 18 per cent who played a musical instrument (ABS 2012d). More males played an instrument overall, the most selected organised cultural activity for this gender although only half of the number who participated in organised sporting activities. Overall, almost two-thirds of 9 – 11 year olds participate in some form of organised sport which was more than for the age groups of 5 – 8 years and 12 – 14 years. Training on average five hours per fortnight outside of school hours, young people participating in sport were more likely to be from an Australian-born family with two parents (64 per cent) compared to those from single parent families (48 per cent).

As the historical basis of youth work in Australia, sport and leisure activities remain one of the most effective methods of connection between youth workers and their clients and the heart of many programs offered to young people. An understanding of how groups work and how to design, deliver and evaluate programs, together with a sound cultural consideration, ensures that suitable activities are grounded in an understanding of what motivates children and young people to participate in activities and would explain why some programs are more successful than others.

In 2016, the current program offerings in this area include ECU’s Working with Groups and RMIT University’s Program Management and Evaluation. The VU undergraduate degree is the only Australian program to include courses that are directly related to sporting activities:
Recreation Programming, Youth Work Programs, Sport Leisure and Society and Event Management in Sport and Recreation.

In the proposed model all students would study Design, Delivery and Evaluation of Community Youth Programs, a course delivered in the same semester as Program Delivery in Diverse Community Youth Work Settings. The elective Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People returns to youth work’s historical roots and offers students who wish to work in this area the opportunity to specialise.

4.12 YOUNG PEOPLE AND THE ‘NEW’ TECHNOLOGIES.

Today’s youth do not know a time when email, the internet and mobile phones were not a normal part of everyday life. This is their world and ICT is a critical component in every aspect of today’s modern life including education, employment, health, government, transport, etc. (Goldin et al 2004:19).

Often accessed from more than one location, the most popular points of connection for Australia’s youth are first the home and then school with the most popular use for IT being educational activities, especially as youth get older. Downloading and listening to music and participating in social networking are most popular with girls, which contrasts with interactive games for boys. Nine out of ten Australian families have an internet connection with three in four having access to broadband internet (ABS 2011). Mitchell et al. (2014:vii) found that 93 per cent of respondents in their National Survey of Australian Secondary Students and Sexual Health 2013, used a social networking site at least once a week with Facebook the most commonly used site.

Not using the internet at home has been deemed to have a negative impact on participation in things such as organised sport or dancing. This could be because the absence of the internet at home can be indicative of financial constraints or cultural understanding, which also impacts on participation in other cultural and sporting undertakings (ABS 2012: 4102). In 2009, an estimated 841,000 children owned a mobile phone with ownership increasing with age; 76 per cent of 12 – 14 year olds owned a phone compared to two per cent of 5 - 8 year olds (ABS 2011). In 2004, the average age for a first phone was 13 years whereas in 2014 it was seven years of age with the main reasons given being safety and peace of mind for parents (74 per cent) although 64 per cent admitted they bought them so their child would not feel left out (Mail Online 2013).

The issue of safety for children while on line is a huge concern for parents. Cyberbullying by ‘trolls’ has led to the establishment of various task forces and programs. Of those surveyed by Mitchell et al. (2014: vii) most reported that cyberbullying most commonly took the form of prank mobile phone calls while being ignored or deliberately left out of internet interactions was also cited. And yet, despite the effort and money put into the development
of strategies to combat this area of localised terror, Mitchell et al. (2014) found that the numbers of those who reported frequent episodes of cyberbullying were relatively low.

The Australian Federal Government established the E-safety Commissioner before the end of 2014, with the power to fine large social media organisations who do not remove abusive and hurtful material (Australian Government 2016). Although a welcomed initiative, the fact that the Commissioner may also have the power to report those under 18 to their relevant State police in regards to legal matters has come under some scrutiny. The issue of long-standing convictions that could result is a concern in regards to the impact this could have on many aspects of a young person’s future life, including employment (Knott 2014). For example, under Australian Federal law, sexting – receiving, sending or forwarding naked or partially naked photos or videos with others online or by mobile phone (Lawstuff 2016) – is a crime when it involves those aged under 18 years. The exact figures as they relate to this age group is unclear; however, 240 aged between 10 – 17 years were charged by Queensland police between January and May in 2013. In 2012, a survey of 950 secondary pupils aged between 14 – 17 years discovered that 37 per cent had experienced sexting in some form, whether having a photo sent to them (29.5%) or having a photo shared without their permission (17.2%) (Kids Helpline 2016). This is important to note when placed next to the findings of Mitchell et al. (2014) who found that over a quarter of those who responded to their 2013 survey admitted to sending a sexually explicit photo of themselves and half of those admitting to being sexually active reporting that they had sent a sexually explicit photo or nearly nude photo or video of themselves. Seventy per cent admitted they had received such material (Mitchell et al. 2014: vii).

The speed of change in this area is of particular concern and one that emphasises the fact that the client is often more informed about ICT than the worker which hampers the worker’s ability to have meaningful conversations around this potentially dangerous area that is so ‘normal’ in young people’s lives.

It is also a rare youth service that does not utilise social media to promote and ensure the success of their programs as organisations rely on computers and technology as part of their everyday workings. This was highlighted in the agency interviews conducted for this research where comments about graduates having a rudimentary understanding of ICT skills at best, were common.

*Children and Young People in a Digital Age* was a course written especially for the proposed model that deals with all aspects of ICT that youth workers require in the 21st century. A subject not offered in any other youth work program in 2016, students would gain a sound knowledge and the necessary skill set to utilise ICT in the 21st century, alongside a strong communication skills set and an understanding of the current law, including the importance of children and young people knowing their legal rights and responsibilities, who is involved in the monitoring process and how the misuse of technology can have a life-long influence.
4.13 CONCLUSION

As a significant proportion of the population, young people are as complex and varied in their needs and wants now as they will be in the future. Despite differences in their cultural, linguistic and religious backgrounds, economic status, educational achievements, gender and interests many live in a stable family situation with parents in a family home, attending an educational institution and participating in their local community whether that is through sporting activities or some other leisure activity. Globally Australia’s young people are doing very well which is echoed at the local level with two-thirds of young people acknowledging that they felt positive about their lives overall (Commonwealth Secretariat 2013, Goldin et al. 2014, Mission Australia 2013:25).

What will change is the emphasis that young people themselves place on the importance of each area of their lives. Faced with challenges that are both universal and unique to their generation, young people are dealing with high levels of stress as is evident from various data sources with the prime issues for Australia’s young people centred around the economy and financial matters, politics and societal values, and equity and discrimination (Mission Australia 2013:3, AIHW 2011). The issues of mental health and employment continue to rise as areas of concern (Mission Australia 2013:3).

Based on these findings the need to broaden the current youth work educational offerings so as to reflect the changes occurring in society that are pertinent to Australia’s young people would appear to be obvious. Many of the areas discussed in this chapter are missing completely or only touched upon at best by one or two educational providers. That there is no uniformity among Australian youth work undergraduate degrees as to what is determined to be a necessary area of study also is of concern.

Incorporating topics such as cultural considerations, refugees, ICT, the family, juvenile justice and health and well-being, for example, seems obvious when matched against the data analysis provided here. That these areas will continue to be important for a large proportion of Australia’s society in the immediate years to come was highlighted by the inclusion of those aged 0 – 12 years of age in the data analysis.

The need to provide training that covers the necessary knowledge and skills graduates will require in all of the areas discussed in this chapter ensures that youth workers have the necessary basics upon graduation and will be able to support the clients they encounter as part of their employment. These skills must include communication, networking, program development and research; knowledge in the areas of social development, cultural awareness, family composition, health training including first aid training and specific knowledge of alcohol, drugs and mental health issues, and current and historical youth issues takes into account the economics, political and social contexts in which events have taken place.

A greater awareness of what is occurring outside in the youth sector highlights that youth worker education needs to reflect a balance between what has traditionally been taught with
what is occurring in the youth sector, both now and in the immediate future. The current offerings in Australian youth work education do not do this as anecdotal evidence shows that practice has widened to include children under 11 years of age and the need to include family reflects good practice and policy focus, both here in Australia and overseas.
CHAPTER FIVE: THE MODEL FOR AUSTRALIA: BACHELOR OF ARTS (COMMUNITY YOUTH WORK) – A RATIONALE

Chapter Five is directly related to the first half of the last key research question: **What are the aims, structure and content of an effective Australian pre-service youth work program?** This chapter presents the rationale behind the proposed youth work training model which has been created with the intention of ensuring students are work-ready upon graduation to work with those aged between 4 – 25 years. Consisting of recommended objectives, content, skills and assessment details, the qualification named as the Bachelor of Arts (Community Youth Work) is comprised of 20 core units, two electives and 780 hours of assessed vocational practice for the recommended initial undergraduate degree of three years. An additional option of an extra Honours year has also been included. The full model for the Bachelor of Arts (Community Youth Work) can be found in Appendix 10.

5.1 RESHAPING THE QUALIFICATION

Built around a strengths-based framework of positive development, it is intended that students will graduate with the specialised knowledge and skills of their intended profession – youth work (Brown & McCartney 2000, Freidson 2001, Fournier 2000, Kousourakis 2005, Malin 2000). Providing the education and training to cover the necessary understanding and abilities youth workers require so they are fully prepared for entry level work upon graduation enables them to support their clients fully (Bligh 1982). In gaining knowledge in the areas of sociology, psychology, physical, emotional, cognitive and social development, cultural awareness and family formation, it is matched with the associated skills. Important youth issues, such as alcohol, drugs, employment and career planning, together with health concerns including mental health issues, were all framed within an understanding of the associated political, economic, religious and social contexts.

Four elements make this qualification different to the current offerings available to Australian youth work students:

1. A greater emphasis on the field practicum
2. The increased age of clients from 10/12-25 years to 4 – 25 years
3. The more formal incorporation of family and the community reflected in the program title, Bachelor of Arts (Community Youth Work)
4. The curriculum is informed by the latest demographic and social profile of Australia’s young people.

5.1.1 Practice

The main difference this qualification has to other youth work undergraduate degrees currently available to students in Australia is its strong emphasis on the demonstration of the
practical application of content theory throughout the learning period. Current youth work programs in Australia see students spending more than 90 per cent of their study time learning theory and less than ten per cent applying that theory in practice. When compared with current overseas practice, which sees students spending between 33 and 50 per cent of their program in the United Kingdom and New Zealand engaging directly with the youth sector, and historically, when students were expected to undertake placement every week, except on holidays, throughout their academic year, this highlights an imbalance in the curriculum which has evolved overtime. The reasoning given has been that Australian academics do not believe students possess the technical and theoretical knowledge required to support them to engage in work practices prior to this (Trede and McEwen 2015).

Freidson (2001) believes that the practice of knowledge is critical, agreeing with Barnett and Coate (2011:62) who correctly state that

“Knowledge cannot provide a sufficient framework in itself. Space has to be accorded to the students to acquire the practical grammar of disciplines so they can take on and act out in a first-hand way their intellectual and professional roles.”

Numerous writers, including Benjamin and Harrison (2007), Hartje et al. (2008) and Chenoweth and McAuliffe (2008) advocate for a mix of "knowledge-based" and "work-based" learning. Biggs (2003) referred to this as the creation of functioning knowledge, matching content knowledge (knowing about things) and procedural knowledge (practical and/or skills based knowledge). Patrick et al. (2008), Orrell (2004), Schleicher (2014) and Holm (2013b) agree, with Holm quoting Professor Rupert Maclean, who believed that a well-rounded education “… must incorporate training in the workplace” (Holm 2013b:12).

As discussed in Chapter One, universities are creating new ways of incorporating the workplace as a major centre of learning through Work Integrated Learning (WIL) frameworks so that students are able to undertake authentic practice that is not possible in the traditional HE learning spaces (Billet 2009, Chappell 2004, Costley 2007, RMIT 2015b).

Dewey, Piaget and Vygotsky advocated for the active construction of knowledge and skills by learners who would construct meaning for themselves through their experiences (Chappell 2004, McLaughlin & Mills 2010). Students who have participated in these activities speak positively, acknowledging the ‘hands on experience’ that allowed them to ‘fully understand’ the theory presented in class (McLaughlin & Mills 2010:120, Trede & McEwen 2015). Believing WIL adds significantly to the classroom learning experience, students said it confirmed their study choice and encouraged struggling students to continue with their studies.

*It was great! My first placement was at CMY doing policy and sector development role. Then an internship at YACVic. Again, made a little scan available for resources*
for refugee girls. Then I went to New Delhi on scholarship for 3 months and worked with young street kids. My last placement was the most valuable because I was actually working WITH young people. But the others helped with networking. Loved it! (RG16)

When asked if they believed they had spent the correct proportion of their studies between the classroom and in the field, recent HE graduates from Australia interviewed for this study felt they had missed out, stating they wish they had had the opportunity to do more.

*I got one full subject/semester for placement.* (RG22)

*No. I needed more. Currently the first placement involves visits and then the second and third are actual placements. I volunteered so I could get more experience as I felt it was necessary. But they need to be side by side.* (RG19)

There were those who did have a positive experience, most of whom had participated in a vocational qualification prior to their HE studies.

*Yes. I did 300 hours in that first year as part of my Cert 4. You can only learn in the workplace. Mind you, doubt anyone can really prepare you for resi work.* (RG3)

*I had greater exposure to the field doing my Cert 4 whereas that first year of uni was theory and no insight into the job at all.* (RG13)

Through active learning, students are able to practically test the theories learnt in class which, through repetition, are more valuable than academically generated knowledge alone (Broadbent and Corney 2008, Burke et al 2009). Barnett and Coate (2011:127) believe that it is imperative that the two go together and this can only be achieved if students are allocated sufficient time to do so within their studies because “It is not possible to acquire critical thought and understanding without also acting (upon it) in some sense” (Barnett & Coate 2011:61).

Completing a total of 780 hours of practicum over the three years, students will spend 240 hours undertaking WIL in years one and two of the program and 300 hours in the third year. This will bring the new course into line with overseas qualifications where field placement is seen as an integral part of a student’s studies. Students who go onto the optional Honours year will be required to spend 300 hours on placement.

While on placement students are required to participate in a variety of workplace activities for the purposes of practising and honing the theory learnt on the course in an adequately supervised practical situation (Smith & Harris 2000). Demonstration of these will make up some of the assessments for this important aspect of the program and prove consolidation of specific work-focused skills and knowledge relevant to the Community Youth Work space
including Work Health and Safety (WHS), First Aid, resume writing and basic computer skills (e.g. excel, emails, etc.).

5.1.2 Increasing the age range

Currently, young people in Australia are deemed to be those aged between 12 – 25 years nationally, based mainly on the age categories determined by the Australian Bureau of Statistics (ABS), although Victoria has reduced the age range to 10 – 25 years in the State Government’s 2010 Positive Pathways for Victoria’s Vulnerable Young People, commonly referred to as the Vulnerable Youth Framework (VYF). Anecdotally Australian youth workers talk of working with those as young as four years of age, especially in outreach services such as Project 614’s Outreach bus which supports homeless young people living on the streets of Melbourne’s central business district.

There’s been a significant rise in number of kids on the streets utilising the service with about 60 per night and it will get busier...We’re now seeing 11 year olds as opposed to 13 and up; and there’s a rise in the 16s plus. (YWA1)

Overseas it is common practice for Child and Youth Care Practitioners/Workers in North America to work with those aged between 4 – 18 years and they are surprised that no-one is specifically responsible for the welfare of those aged between 4 – 12 years in Australia aside from schooling authorities. In Northern Ireland, youth workers engage with 4 – 25 year olds to accomplish the “…vision of every young person achieving to his or her full potential at each stage of his or her development” (DENI 2013:i). Divided into the five distinct age bands of 4 - 8 years, 9 - 13 years, 14 - 18 years, 19 - 21 years and 22 - 25 years, priority is given to groups and individuals aged between 9 – 18 years. However, work begins with the younger age group through programs linked to the Youth Work Curriculum with the aim of ensuring Northern Ireland’s young people are able to become positive members of society with high self-esteem, aspirations and confidence upon completion of their education and training through both an holistic education program for all and a targeted work program where it is most needed (DENI 2013:14 – 15, 17 - 18).

This broader spectrum of working ages for youth workers in Australia offers early and pre-intervention opportunities for young people with the intention of heading off the need for potential crisis work later in life, allowing for “every young person achieving to his or her full potential at each stage of his or her development” (DENI 2013:i). The Victorian government’s VYF (2010:4) also addresses this topic, acknowledging that often it is the things that are beyond a young person’s control, such as traumatic life events, that can impact significantly upon them. The various possible responses to such events informs the VYF’s identified four layers of vulnerability for Victoria’s youth – (i) all young people aged between 10 – 25 years, (ii) those experiencing additional problems, (iii) those who are highly vulnerable and (iv) those at high risk – which provides the focus for all youth work in that state – preventative, early intervention, intervention and crisis work. And yet the VYF
neglects the developmental aspects of community youth work and the associated understanding necessary for the full support of Victoria’s young people.

By increasing the age range of youth work in Australia to cover all years of education ensures that more children and young people are supported to become resilient individuals who are active members of their communities and society. Programs such as Open House Christian Involvement Centres in Melbourne, for example, have purposefully created preventative programs targeting primary school children as they see the positive results of spending six weeks working with younger students offsetting an average of two years of intervention work with a teenager in crisis (Open House CIC 2015).

5.1.3 The Importance of ‘Community’

The word community is common in the title of undergraduate degrees in the United Kingdom, such as Glyndwr University’s and Ulster University’s BA (Hons) Community Youth Work which has always had a community and welfare focus because the staff who created the course “…believed very strongly that youth work should NOT (sic) be carried out in isolation of the community, that young people are very much a part of the community, that youth work should be integrated into the community and finally because youth work follows similar principles and values of Community Development” (Henry 2015: personal communication).

In New Zealand, the belief that young people should be considered important members of their communities who may require additional support to ensure their own success in life is a prime focus where the youth worker’s role is to work with the young person’s local community for the benefit of the youth concerned. Canadian practice mirrors this philosophy with the family and the wider community acknowledged as integral components of a young person’s life and, where appropriate and possible, are included in all of the work designed to support the young person in question.

In Australia, on the basis of this research study, traditional youth work has been seen to focus mainly on the young person with little interaction with the family occurring and community work per se is more likely to be programs created for youth to become involved in activities run for or by community partners. Ensuring that the ‘individual child and their social and family context’ are located within practice (DHS 2007:5) has not been a focus of pre-service training to date. Rather there is a disconnect from the State Government policy, where the outcomes of Victoria’s The Best Interests Framework for Vulnerable Children and Young People (2007) are found, and strongly relate to the individual child within their social and family context. Discussing the importance of supporting and assisting families so that children and young people are supported to become the best versions of themselves is also presented in Section 10: Best Interest Principles of the Children, Youth and Families Act (2005) (CYFA) which states that all work with children and young people ought to be designed to

“…promote positive relationships between the child’s parent, family members and
The importance of the family and community in a young person’s life continues to be significant as children and young people achieve their most positive outcomes when provided support by confident, capable parents, adults and peers in the complexities of family formation. Fisher (2011) talks about the strong links between poor family functioning and child behaviour impacting negatively on a child’s development, advocating for support to strengthen the family, thereby enhancing and addressing the causes of serious behavioural problems related to the family such as poor parenting, father absences, long-term parental unemployment and financial stress, in order to reduce delinquency in juveniles (Fisher 2011, Graycar 2011). The same can be said for a poorly functioning community within which a child finds itself. Having youth workers who are able to work within all aspects of a young person’s life has many positive benefits.

Extending the qualification’s age range focus from 10/12 – 25 years to 4 – 25 years, and adding the word community to the title, are two important aspects incorporated into the new model with the intention of broadening the depth of the knowledge, skills and reach that graduates of this new model will take into the sector upon graduation. As a result, the children and young people of Australia, will be better prepared and equipped for their later lives because they will be “… someone who has developed a positive identity, a meaningful and satisfactory life, a sense of well-being, and personal competences and is making a contribution to his or her family, community and/or society” (King, Clardy and Ramos 2010: 434-5). The importance of involving all who are key to a young person’s life and therefore overall development will help to ensure that Australia’s children and youth will thrive because Australia’s youth workers have been actively prepared and are able to match the theory to the everyday practice of the work place.

5.1.4 PRELIMINARY RESEARCH RESULTS

The findings of the previous chapter, which focused on current issues for Australian youth, identified the complexity of the needs and aspirations of today’s Australian young people and highlighted that these are not only concerns for the second decade of the 21st century but will continue into the immediate future and probably beyond. The educational, social, political and economic needs of this cohort continue to be of concern as do the issues arising from cultural, racial and religious identification as young people transition from childhood to adulthood.

Accordingly, youth workers require the relevant training based on a foundation of specialised knowledge, skills, attributes and behaviours relevant to the youth sector of the early 21st century (Brown & McCartney 2000, Freidson 2001, Fournier 2000, Kousourakis 2005, Malin 2000). The creation of a new framework in which to locate their practice so that upon graduation they are work-ready and able to support their clients appropriately ensures this and does not mean disregarding what has been or is currently taught; rather it implies that the
praxis, theory and practice necessary during training, ought to be situated within the 21st century rather than continuously presented as dated knowledge of past events and theories (Houston and Pelavanuic 1998) with little, if any, applied connection to the sector.

When interviewing youth organisational directors and personnel for this study, two things in particular stood out from their responses:

1. Youth organisations expect that graduates are work-ready upon employment and yet interviewees more often commented on how new employees who had only engaged in higher education were less likely to connect their theory to everyday practice in the work space in a meaningful way. Remarks stating that they believed 12 – 18 months of additional support of these recent graduates was required to ensure they are able to make concrete connections between the theory and practice were very common. Vocationally educated students, while lacking in some areas of theory, adapted more quickly to the work environment and were more comfortable in the work setting when beginning their working careers.

Courses aren’t keeping up. That’s mainly because they’re only re-endorsed every 4 – 5 years but the government and other changes are immediate which means they have no ability to change fast enough for the policy points of view. And if that’s the case how can students be ready? It’s a real issue. (YWA5).

They come in spouting all this theory stuff but they’ve no idea what they’re doing or how to apply it. Takes about a year before I (emphasised) feel comfortable they can do it. (YWA10)

2. Recent graduates, who studied while maintaining their employment within the youth sector, felt better prepared and less likely to take ‘theory as gospel’. For them the advantage clearly was the ability to develop and consolidate skills while studying as they were able to test the theory of the classroom against the practice reality of their work which was greatly appreciated as an opportunity to gain experience and invaluable feedback.

I was working anyway so it wasn’t hard to put it all together. (RG7)

The best part was I got to test out the theory right away then discuss it the next week with the lecturers. Especially if it didn’t work! (RG15)

Of the 26 recent graduates (RG) interviewed, those who felt as though they were work-ready upon graduation were those who had worked in the youth sector and studied simultaneously.

Yes I believe I had the skills not only from the degree but also working within the sector since the middle of second year (RG10).
Yes I believe I was work-ready upon graduation as I was able to do it before through work and university just added to what I already had (RG15).

Yes because I was already working when I graduated (RG19).

Recent graduates, particularly those who gained only an undergraduate degree, felt they had missed out on learning about the practical application of the knowledge of important issues such as how mental health, alcohol and other drugs and family violence, could and would impact on their daily work. They felt it took them, on average, six months before they felt comfortable in their new jobs.

It was between 6 – 12 months before I felt comfortable with the job. (RG1)

I wasn’t fully prepared when I started. I was nervous but felt confident I could handle it. Been here six months now. Almost there. (RG13)

I’ve been here eight months and I finally feel as though I know what I’m doing. But that’s only recent. In the past six weeks or so. (RG19)

Nor has this situation changed in almost 20 years. In 1998, Houston and Pelavaniuc (1998:29) undertook a similar exercise and interviewed Australian youth work graduates in an effort to see if the students believed they had gained the ‘essential skills and competencies necessary to be an effective youth worker’. The overall view was that the Australian courses of the 1990s were too theory focused and most often delivered by academics who had little currency with the youth sector (Houston & Pelavanuic 1998:32).

Another important finding is the difference on the importance given to the practicum around the world. In Canada and the United Kingdom, the respective professional bodies have stipulated a minimum number of hours required that students must complete before gaining their full qualification. The associated educational institutions match these nominal hours15, often asking students to complete more as is the case of George Brown College, Toronto, which until recently required students to complete 1500 hours of field placement, twice as many as deemed necessary by the Ontario Board which set the number of work placement hours for the Province at 750 hours. In the United Kingdom, Coventry University requires 880 hours of field work and Ulster University has set 300 hours per year for a total of 900 hours over the three-year degree.

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15 Nominal hours refers to the number of hours deemed (i) sufficient for the proposed training outcomes to be demonstrated for meeting the required standards of industry and licensing/professional bodies, (ii) necessary for the teaching, learning and assessment activities, and (iii) necessary for the learner to achieve and demonstrate the required competencies through the practice and consolidation of skills in either a simulated or authentic workplace setting under the supervision of a trainer or workplace assessor (Skills Australia 2011:1)
In Australia, there is no professional body to set a standard number of hours necessary for undergraduate youth work students to aim for (Bessant 2004a). Rather, each institution sets its own required hours and uniformity is not found across the four university undergraduate degrees currently offered in 2016. Rather, a steady decline in emphasis is evident over time as the number of dedicated timetabled slots for the practicum component within each three-year degree has decreased. Explained in terms of cost cutting measures and an ‘over-crowded curriculum’, the practical experiences of working with young people have been replaced with theory focused classrooms.

5.2 YOUTH WORKERS AND THEIR AREAS OF WORK

An audit, conducted in November 2014 of ‘current’ online advertised positions on Job Seeker within the youth sector, identified as many job titles for youth workers as there were positions. Of the relevant advertised vacant positions, only one specifically requested a ‘youth worker’ while the other 119 associated posts included the following job titles:

- Advanced Child Protection Workers
- After Hours Support Worker
- Alcohol and Other Drugs Worker/Therapist
- Care Coordinator
- Case Worker
- Child and Family Support Worker
- Client Support Coordinator
- Coordinator Home Based Care
- Housing Support Worker
- Indigenous Youth Worker
- Intake and Assessment Worker
- Lead Practitioner
- Practice Consultant
- Program Director
- Residential Care Worker
- Support Worker – Residential Rehab
- Team Leader
- Youth Alcohol and Other Drugs Worker
- Youth Coach Case Worker
- Youth Programs Worker
- Youth Worker - Programs and Events (Job Seeker 2014).

Appendix Eleven highlights this, providing a potted list of the 119 youth work job titles and their associated role descriptions. All have the common element of working with young people. However, that can be where the similarity ends as different settings, work hours and
outcomes for those in care determine the specific details of one’s employment, highlighting the ‘considerable variations’ in the work undertaken (Jeffs & Smith 2005, White et al 1991).

The challenge is to create a community youth work training model that provides the necessary foundation of knowledge, skills, attitudes and behaviours that allows graduates to fill all job titles at the employment entry level, both in government and non-government agencies, upon graduation. Ensuring the new syllabus is broad and improves the current curriculum provided to Australian youth work students must also incorporate the current social contexts and future needs of Australian children and young people so as to enrich the student’s experience/s and better prepare them for employment (Bourn & Shiel 2009:661, 662).

The creation of this new model is intended to bring an Australian youth work qualification in line with those offered overseas in similar courses, where the most apparent difference is the number of hours allocated to the practicum required to complete each undergraduate degree. Awareness of this research across the world has also sparked interest in the creation of a global passport for youth workers which involves the mapping of current courses and requirements internationally for youth workers with the intention of aiding workers to be recognised as professionals if they travel around the world for work purposes. The instigation of an International Tertiary Academic Group (ITAG) brings together interested educational institutions from around the world, all of whom deliver youth work training, also for the purposes of international uniformity and understanding.

5.3 THE PROPOSED COMMUNITY YOUTH WORK MODEL

5.3.1 Central Aim

The central aim of the model is to provide Australian youth work graduates with a qualification that imparts the necessary knowledge, skills, attitudes and behaviours required for entry level work within the community youth sector when working with clients aged between 4 – 25 years of age in a variety of community settings including government and youth sector agencies and a range of sites including accommodation, education, health, welfare and youth justice, involving many functions including advocacy, career guidance, employment, legal support, policy development or counsellor.

5.3.2 Qualification Objectives

Gravells (2010:11) recommends that upon graduation students should be able to demonstrate the relevant and successful application of the knowledge (the professional discourse particular to youth work and the subject matter), required skills (e.g. adaptability, reliability, organisation, planning, resilience, etc.), facilitative attitudes (e.g. common-sense, enthusiasm, initiative, integrity) and desired behaviours (e.g. customer service, problem solving, self-management, team work, time management) necessary to succeed as a youth worker. For
the purposes of the new proposed model for youth work training, the objectives are for graduates to:

- Work in a largely independent capacity under the supervision of a manager in a range of contexts including residential care, education, youth justice, group settings, etc.
- Develop, deliver, facilitate and evaluate programs and services for children and young people that address their behavioural, developmental, social and welfare needs
- Encourage, support, involve and empower young people to significantly contribute to their own personal social development
- Exhibit the interactive skills of advocacy, communication, group work, management, programming and research within the youth work environment
- Confidently act and think independently while maintaining the personal and professional rights and responsibilities necessary in the workplace within legal and ethical considerations
- Successfully implement the policies and guidelines of the employing organisation and relevant legal system in an ethical manner
- Participate in on-going professional development and personal learning related to the field of youth work.

5.4 COURSE OVERVIEW

The new model is designed to provide adequate opportunities for the knowledge acquisition, skill development, attitudinal dispositions and ethical behaviours necessary for Australian graduates to become successful entry level workers in the youth sector upon graduation in the 21st century. The importance of ensuring that students are both capable and competent upon graduation brings the new model into line with overseas youth work qualifications and promotes the whole-istic education of graduates and therefore workers.

According to the Oxford Dictionary (2015b), to be competent a person has “…the ability to do something successfully or efficiently” while competency refers to “…a skill that you need in a particular job or for a particular task”. A capability is the “…ability or qualities necessary to do something” (Oxford Dictionary 2015a). Although inferring similar outcomes they are seen as different avenues of learning in Australian tertiary education with capabilities referring to higher education outcomes and competency based learning relegated to vocational education, a distinction which does not occur elsewhere in the world where students of all educational systems are expected to be both capable and competent upon graduation.

Bosanquet (2011:101) defined graduate capabilities “…as the qualities, skills and values students develop during their studies.” Produced by universities, these statements are important because they provide each institution with a “…measure (to) capture information about graduates’ acquisition of generic learning outcomes as part of their program of study”
RMIT University has six graduate capabilities which, together, shape courses delivered in the Higher Education sector and ensure that upon graduation, students are:

1. Work ready
2. Globally out-looking and competent
3. Environmentally aware and responsible
4. Culturally and socially aware
5. Active, lifelong learners
6. Innovative (RMIT 2015a).

Being competent is important because, as the OECD has determined, competency is more than knowledge and skills; rather it requires the “…ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.” (OECD 2005:4). In 2009, the National Quality Council (NQC) of Australia recommended that the definition of competency be revised to mean “…the consistent application of knowledge and skill to the standard of performance required in the workplace. (because) It embodies the ability to transfer and apply skills and knowledge to new situations and environments” (NQC 2009:6).

In Australia, the current vocational youth work courses are under the jurisdiction of the Community Services and Health Industry Council (CSHIC). All are competency based in their outcome and are written around competency standards which “…provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered … enable enterprises to accurately define particular roles within industry, and are a useful guide when designing job classifications, workplace appraisal, and skill development” (CSHIS 2015). The model will provide a new standard for youth worker training in Australia as it brings together knowledge and skills, higher and vocational education.

In line with overseas practice, the new qualification will combine both competency and capability based study over the three years with a fourth year Honours option, making each year equivalent to an Australian Quality Training Framework (AQTF) qualification level.

Given the diversity of ages, life experience and educational backgrounds of the incoming student cohort, the model is designed to support a range of learning styles with a focus on individual and small group work, facilitated discussion and the sharing of information between students and teachers based upon theory and vocational practice. Multiple entry and exit points, provided at the beginning of each year level, allow for the recognition of prior learning (RPL) for candidates if the teaching staff feel it is applicable, and sufficient, reliable and valid evidence is supplied to demonstrate the student’s comprehension of the necessary knowledge, skills, attitudes and behaviours required for the corresponding AQTF levels.

5.5 OVERVIEW OF THE MODEL

The model (see Diagram One) will have five areas of focus:
1. The Youth Work Sector: Its History and Diversity:

**Objective:** Students will learn about the history of youth work and its development since its inception, including where community youth work has been located, and continues to be situated in the 21st century within local, national and international contexts. The courses which will address this will be:

2. Working with Children and Young People in Diverse Settings
3. Program Delivery in Diverse Community Youth Work Settings

2. Children and Young People in Local and Global Contexts:

**Objective:** Students will learn about various aspects of young people’s (4 – 25 years) lives including a young person’s physical, social, emotional, cognitive and linguistic development as well as the important issues pertaining to young people in Australia and around the world. The courses which will address these topics will be:

1. The Psychology of Child and Youth Development
2. Children and Young People in Their Cultural Contexts
3. Children and Young People: Working with the Family
4. Working with Australia’s Indigenous Youth
5. Children And Young People in a Digital Age
6. Children and Young People: Working in Child Protection
7. Working with Refugee Children and Young People from Conflict Regions: An Issues Approach

3. Policy and Procedures for Community Youth Care:

**Objective:** Students will learn about working within the Community Youth Work sector, focusing on the development of social policy which affects those aged 4 – 25 years, the legal and ethical considerations for working with this age group and how organisations and government work together for the benefit of young people. The courses which will address these issues will be:

- Legal and Ethical Considerations in Community Youth Work
- Evolution of Social Policy in Community Youth Work
- Working within Government and Other Organisational Structures of Community Youth Work.
4. Community Youth Program Skills:

**Objective:** Students will learn about all aspects of program delivery, whether for
groups or individuals, how to make them relevant for children and young people aged
4 – 25 years, as well as the skills necessary to ensure all aspects of their success. The
courses which will address these topics will be:

- Communication Skills for Multicultural Contexts
- Group Facilitation Skills for Young People
- Case Management in Community Youth Settings
- Design, Delivery and Evaluation of Community Youth Programs
- Leadership and Management within Community Youth Contexts
- Research and Project Management Skills.

5. Vocational Preparation and Practice (780 hours):

An important element of the new model is the strong emphasis on the Work Integrated
Learning (WIL), or Assessed Field Placements (AFP), where students participate in a variety
of workplace activities for the purposes of practising and honing the theory learnt on the
course in an adequately supervised practical situation (Smith & Harris 2000). Students will
be required to complete 780 hours of practicum over the three years, bringing the new course
into line with overseas qualifications where field placement is seen as an integral part of a
student’s studies.

**Objective:** Each year students will participate in an Assessed Field Placement (AFP)
in a different youth organisation and industry setting each time, allowing them to test
the theory learnt in the classroom with the realities of service delivery. Supported by
professional development classes held every month at the University, students will
learn and consolidate specific work-focused skills and knowledge relevant to the
Community Youth Work space, including Work Health and Safety (WHS), First Aid,
resume writing and basic computer skills (e.g. excel, emails, etc.). These classes will
also provide an arena where students can discuss and reflect on their practice in a safe,
supported space. The courses which will address these topics will be:

1. Assessed Field Placement (Y1: 240 + Y2: 240 + Y3: 300 = 780 hours)
2. Youth Work Principles, Practices and Interpersonal Skills
3. Community Youth Work Project (Year 3)

5.6 OVERVIEW OF THE COURSE DELIVERY

As a three-year undergraduate degree, the qualification is conducted through a combined
face-to-face class- and work-based approach over an annual 32-week period, divided into two
Diagram 1: Visual model of the proposed Bachelor of Arts (Community Youth Work)

The Youth Work Sector: Its History and Diversity
- Working with Children and Young People in Diverse Settings: accommodation, arts, care and protection, detox, education, health - mental and physical, employment, housing, immigration, justice, outreach, sport and recreation, etc.
- Program Delivery In Diverse Community Youth Work Settings: centre-based, outreach recreational, educational, faith-based, etc.
- International Dimensions of Community Youth Care Work

Children and Young People in Local and Global Contexts
- The Psychology of Child and Youth Development
- Children and Young People in Their Cultural Contexts: LBGTI, refugees, ATSI,
- Children and Young People: Working with the Family
- Working with Australia’s Indigenous Youth
- Children and Young People In a Digital Age.
- Children and Young People: Working in Child Protection
- Children and Young People from Conflict Regions: An Issues Approach

Vocational Preparation & Practice
(780 hours)
- Assessed Field Placement
- Youth Work Principles, Practices and Interpersonal Skills
- Community Youth Work Project

Policy and Procedures for Community Youth Care
- Legal and Ethical Considerations in Community Youth Work
- The Evolution of Social Policy in Community Youth Work
- Working Within Government and Other Organisational Structures of Community Youth Work

Youth and Community Program Skills
- Communication Skills for Multicultural Contexts
- Group Facilitation Skills for Young People
- Case Management in Community Youth Settings
- Design, Delivery and Evaluation of Community Youth Programs
- Leadership and Management within Community Youth Contexts
- Research and Project Management Skills.
Table 5.1: Bachelor of Arts (Community Youth Work) Delivery Plan

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<thead>
<tr>
<th>Year</th>
<th>AQF Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1.1 History of Community Youth Work: Its Policies and Practices</td>
<td>2.2 Children and Young People in Their Cultural Contexts</td>
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<tr>
<td></td>
<td></td>
<td>2.1 The Psychology of Child and Youth Development</td>
<td>2.3 Children and Young People: Working with the Family</td>
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<td></td>
<td></td>
<td>4.1 Communication Skills for Multicultural Contexts</td>
<td>4.2 Group Facilitation Skills for Young People</td>
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<tr>
<td></td>
<td></td>
<td>3.1 Legal and Ethical Considerations in Community Youth Work</td>
<td>1.2 Working with Children and Young People in Diverse Settings</td>
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<td></td>
<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills (1): A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
<td>5.1 Assessed Field Placement (1): 240 hours in 2 – 3 organisations for a minimum of 50 hours per placement with support classes every month: Professional development incl. CV writing, communication, site visits/mapping the sector, introduction of reflective practice etc.</td>
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<tr>
<td>2</td>
<td>5</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (1)</td>
<td>2.4 Working with Australia’s Indigenous Youth</td>
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<td></td>
<td></td>
<td>4.3 Case Management in Community Youth Settings</td>
<td>2.5 Children And Young People in a Digital Age</td>
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<tr>
<td></td>
<td></td>
<td>4.4 Design, Delivery and Evaluation of Community Youth Programs</td>
<td>3.2 Evolution of Social Policy in Community Youth Work</td>
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<td></td>
<td></td>
<td>Elective 1</td>
<td>Elective 2</td>
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<td>5.2 Youth Work Principles, Practices and Interpersonal Skills (2): A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
<td>5.1 Assessed Field Placement (2): 240 hours in 2 – 3 organisations for a minimum of 50 hours per placement with a support class every month</td>
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<tr>
<td>3</td>
<td>7</td>
<td>4.5 Leadership and Management within Community Youth Contexts</td>
<td>1.4 International Dimensions of Community Youth Care Work</td>
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<td></td>
<td></td>
<td>4.6 Research and Project Management Skills (1)</td>
<td>2.6 Children and Young People: Working in Child Protection</td>
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<td></td>
<td>5.3 Community Youth Work Project</td>
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<td></td>
<td></td>
<td>3.3 Working within Government and Other Organisational Structures of Community Youth Work</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills (3): A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
<td>5.1 Assessed Field Placement (3): 300 hours in one organisation with a support class every month</td>
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<tr>
<td>4</td>
<td>8 Hons.</td>
<td>Elective 3</td>
<td>5.4 Dissertation</td>
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<td>2.7 Working with Children and Young People from Conflict Regions: An Issues Approach</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Assessed Field Placement (4): 300 hours in one organisation with a support class every month</td>
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semesters (12 weeks class time, 1 week study time and 3 weeks exam period). Students will complete 240 hours of practicum during years one and two respectively, and 300 hours in the third year within the youth sector for the purpose of consolidating the theory and practice in the ‘real’ world of the youth sector. An optional Honours fourth year for graduates will also be available for those who wish to pursue further study.

Learning activities utilised during the course will include the presentation of material and theoretical content to facilitate and stimulate active class discussion, case study analysis, group work, examination of research findings pertaining to historical and current news items related to the youth sector, media clips, research texts and field placements. Lecturers and sessional staff with current competency and experience in the youth sector, guest speakers from industry and site visits to youth organisations will provide specialised skills and knowledge from the field to ensure the material presented to students is relevant to their future work practices (Houston & Pelavanuic 1998). Students will also be required to collate a number of work-related documents gathered throughout the academic year, into a Learning Portfolio for the purpose of exploring and reflecting upon a variety of issues addressed both in and out of the learning environment during the academic year and assessed at the end of each year. Zubizarreta (2004) and Brown (2004) see this experience of reflection as an important aspect of tertiary studies when addressed against stipulated criteria.

Assessments submitted for each course will be in various formats including individual and group presentations, case studies, written reports and essays, exams and tests, visual postcards and simulations reflecting the multiple possibilities that occur in the work space.

All resource material relating to the qualification will be provided online through the University’s Virtual Learning Environment (VLE) system for maximum accessibility to support all face-to-face and on-line sessions.

5.7 THE RATIONALE

5.7.1 Knowledge and Skills Development

Each course begins with the objectives, a clear statement of the knowledge students are expected to master by the end of each particular course (Educational Research 2016). For example, by the end of 1.1 History of Community Youth Work: Its Policies and Practices, students will be able to:

- Explain the history and scope of youth work policies and practice and their development up until the current day from historical, social, economic, political and religious perspectives.
- Appreciate the historical, social, economic, political and religious contexts of young people from historical and contemporary perspectives.
• Describe the contributions of the pioneers and key figures in the field of community youth work
• Analyse the evolution of the self-identity and roles of community youth workers in historical and contemporary perspectives
• Identify the key social, cultural, political, economic and religious influences on youth work practice from both a historical and contemporary perspective.

Presented first, this is then followed up with the more detailed outline found in the reciprocating content section:

• The course will begin with a historical, economic and socio-political contextualisation of community youth work from both an Australian and global perspective. Beginning in the 19th century, the historical account will include the prime instigators of youth work practice (John Pound, Lord Shaftsbury, Stanley Hall, Robert Baden-Powell, Lady Albemarle, the YMCA, etc.) through to World War II and in more recent decades. It will include discussion about the impact of youth clubs since the 19th centuries (e.g. Scouts, Boys Brigade, Nazi youth organisations, Islamic radicalism) as well as key legislation and policies written with the direct purpose of influencing youth work practice over time (e.g. Albemarle Report, youth policies – past and present). The current status of young people in Australia and globally will complete the learning for this course.

Together these two sections provide the theoretical framework for each course, which jointly represents the largest and most important element of any set curricula – the knowledge that students will learn in the allocated time (Barnett & Coate 2011). By Australian standards as set out by the Australian Qualifications Framework (AQF) (2016), students at a level 7 qualification, are to have a “…broad and coherent and technical knowledge with depth in one or more disciplines or areas of practice.”

The decisions as to what would be included for each course were based on:

• The demographic and social profile of Chapter Four which highlighted the current and upcoming issues for Australia’s young people
• The historical and current programs offered in Australia, Canada, New Zealand, the UK and USA (Chapters Two, Three and the four case studies)
• Feedback provided by the various youth work agencies and recent graduates interviewed for the study

The demographic and social profile highlighted the growing issues of working with refugee and migrant children and young people, the emphasis that is required in regards to incorporating the family into youth work practices, as well as working with other agencies such as education, health, indigenous and justice services in a more constructive way than is currently occurring. When placed next to the current offerings in youth work programs in Australia it was clearly evident that these areas are not a priority within the curriculum.
offerings students have access to in 2016. If they were, they would be found in each of the four programs. Rather, they are sporadically offered, sometimes as core subjects; more often as electives if present at all.

The current and historical comparison of youth work programs showed the changes in curriculum offerings over time which included the removal of administration and practical subjects in particular. The addition of practical subjects such as arts and crafts and individual sports is not as applicable in 2016 as it was before HE took over the education of youth workers because of the change of delivery emphasis which is no longer purely within a club context. Rather, students require a broad overview of numerous topics which they are likely to interact with on placement and in employment. When asked if they believed their studies had missed anything in preparing them for their youth work job the answers were usually in agreement that there were some very obvious gaps that needed to be addressed and, if they had been, would have supported them better once they gained employment.

Case notes was all new because we didn’t do that at uni. (RG2)

More case management and more practical subjects. (RG17)

Looking back we needed more hands on stuff. Like smaller snippets including dress, behaviour, record keeping. That actually important stuff they never told us about. (RG10)

I needed to know how to write letters. And counselling. You know the practical stuff like listening, silence. And we had a crap case management class which did not include risk assessments and interviewing. In other words, I did NOTHING that I have actually done at work. (RG19)

Not enough case management and that was required when I was applying for jobs. (RG21)

The concerns of the recent graduates echoed the feedback provided by the various youth work agencies interviewed for the study, who also vocalised their concern that students were not able to clearly demonstrate the practical application of theory when on placement.

‘X’ are no longer taking ‘RTO’ placements because of a couple of the HE youth work students who were ‘so shit’/appalling. They ASKED for permission to talk to the young people and it was the last semester of their course! They had no initiative. And couldn’t be left alone with young people. They were so timid. Very smart when it came to paperwork but not when interacting with young people. (YWA9)

These comments were particularly pertinent in the creation of a number of courses including the case management units and Youth Work Principles, Practices and Interpersonal Skills which was written with the purpose of supporting students in their Assessed Field Placements.
Here students learn about their role and function within an agency, the application of interpersonal skills (communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making, time management, networking) when working in the youth sector to establish and maintain effective relationships with clients and colleagues, the establishment and maintenance of professional boundaries and manner (e.g. dress, behaviours, attitudes, etc.) and self-care. This was felt to be very important and what made this program different to others currently on offer in Australia.

As Freidson (2001) acknowledges, the ability to successfully apply knowledge in a practical sense is critical and requires the necessary skills, that is, the techniques of applying that knowledge, to do so. The AQF (2016) defines this for graduates of a Level 7/Bachelors degree as “…well-developed cognitive, technical and communication skills (that) select and apply methods and technologies.” This is demonstrated by a student’s ability to:

- “Analyse and evaluate information to complete a range of activities
- Analyse, generate and transmit solutions to unpredictable and sometimes complex problems
- Transmit knowledge, skills and ideas to others” (AQF 2016).

Barnett and Coate (2011) believe that skills are a key component of the contemporary curricula which require students to simultaneously acquire a sense of appropriateness to the context in which they will be applied (Barnett & Coate 2011:62). “In developing the skills embedded in a form of knowing (computational, argumentative, analytical, and so on) … (students are) also learning how to engage within that form of knowing and to take on the identity of what it is to be a (youth worker)” (Barnett & Coate 2011:61).

Each course was written with a specific set of skills that co-relates with the objectives and content, such as those for 1.1 History of Community Youth Work: Its Policies and Practices.

- Compare community youth work practices from both historical and contemporary perspectives
- Analyse the development of community youth work practice over time to the present day
- Analyse the identification process towards becoming a modern day community youth worker.

Barnett and Coate (2011:94) break skills down further into three categories: subject area based, transferrable and employment related. It is the last category that has become most important in the 21st century because employability skills are “… essential qualifications for many job positions and … necessary for an individual’s employment success (Business Dictionary 2016). Consisting of eight skills that are the “… abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary in the modern workplace” (Business Dictionary 2016), they are:
1. Communication
2. Teamwork
3. Problem solving
4. Initiative and enterprise
5. Planning and organising
6. Self-management
7. Learning
8. Technology.

Included throughout the program, these soft skills ensure that the graduates of this program are well-versed in the skills base necessary to succeed professionally in the 21st century.

When considering the sequencing of the courses within the program, there was a conscious decision to match each year level of the degree against the corresponding AQF levels. That is,

- Year One equates to AQF Level 4 (Certificate IV) - theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
- Year Two equates to AQF Level 5 (Diploma) – specialised knowledge and skills for skilled/paraprofessional work and/or further learning
- Year Three equates to AQF Level 7 (Undergraduate degree) - well-developed cognitive, technical and communication skills (that) select and apply methods and technologies (AQF 2016).

Another important consideration was the question: what could be considered foundational knowledge that students required first and foremost that could successfully be built upon in the subsequent years? Taking into account current and historical programs included in this study, in both the HE and VE sectors around the world, the first year, first semester courses chosen were those deemed to what a student needed to demonstrate a sound knowledge of by the end of their first year of study. This included History of Community Youth Work: Its Policies and Practices, The Psychology of Child and Youth Development, Communication Skills for Multicultural Contexts and Legal and Ethical Considerations in Community Youth Work in first semester and Group Facilitation Skills for Young People, Working with Children and Young People in Diverse Settings, Children and Young People in Their Cultural Contexts and Children and Young People: Working with the Family in the latter half of the year.

All core subjects that are at the heart of practice in Australia that could be deemed to equate to a Certificate IV level of knowledge and skills, these were then followed up with those which the researcher believed would compare to a Diploma expectation of success. Building upon the knowledge and skills of the previous year’s study, students learn about Program Delivery in Diverse Settings, Case Management in Community Youth Settings, Design, Delivery and Evaluation of Community Youth Programs, Working with Australia’s
Students are also encouraged to pursue areas of personal interest in their second year of study, with two elective options timetabled, one per semester. Provided with a bank of courses to choose from, each elective has been designed to extend an area of personal interest in the area of community youth work. Courses offered include:

- Accommodation Options for Children and Young People
- The Artistic Connection – Utilising the Arts When Working with Children and Young People
- Career Counselling in Youth Work Contexts
- Physical and Sexual Health Status of Australia’s Children and Young People
- Working with Children and Young People Affected by Alcohol and Other Drugs
- Working with Children and Young People Affected by Mental Health Issues
- Working with Disabled Children and Young People
- Working with Children and Young People in Educational Settings
- Working within the Australian Juvenile Justice System
- Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People

In the third and final year of the undergraduate degree, students consolidate their knowledge and skills, and are deemed ready to join the profession of youth work upon graduation. Studying Leadership and Management within Community Youth Contexts, Research and Project Management, Working Within Government and Other Organisational Structures of Community Youth Work, International Dimensions of Community Youth Care Work and Children and Young People; Working in Child Protection these courses build upon the two previous years of study and add the final knowledge and skills development deemed necessary for youth workers.

A major difference in the third year is the addition of a Community Youth Work Project. Delivered over the full year, it was purposefully designed to bring together the knowledge and skills required to identify, formulate, design and conduct a small-scale research proposal for a targeted purpose. Taken through the process of creating a research project specifically targeted for their field placement agency on a topic determined in conjunction with the host organisation, the relevant staff member and the student ensure the finished product addresses an issue/task/program relevant to the youth organisation and the course requirements.

Youth Work Principles, Practices and Interpersonal Skills and AFP are also yearlong courses. This is because they are the consolidation of the practice aspects of the program and to give them less time in the curriculum would defeat the purpose of creating a more practice-centered curriculum.
5.7.2 Assessments

Needing to be reliable and valid, assessments are a standard of measurement according to Elton (1982:108). They

- Maintain standards
- Provide students with a motivation to learn
- Provide feedback from the students to teachers who are able to determine the effectiveness of their teaching
- Provide teacher feedback to students to acknowledge the learning that has taken place.

Averaging two assessment tasks per course, a range of assessment methods were utilised in the creation of the new model for the purposes of allowing students to demonstrate their grasp and synthesis of the knowledge and skills presented to them in class (Greenstein 2012). Submitted during and at the end of each course, the tasks are a mixture of formative- for learning - and summative – of learning – assessments. Formative tasks – essays, journal entries and research papers – are designed to “…improve instruction and student learning while it’s happening” (Hidden Curriculum 2014). Summative assessments – tests, exams - are designed to determine to what degree the students have learnt the material and are given at the end of a course.

Utilising a variety of formats, including individual and group presentations, case studies, written reports and essays, exams and tests, visual postcards and simulations reflecting the multiple possibilities that occur in the work space, the choice of suitable assessment tasks was primarily determined by the subject matter. For example, 3.2 Legal and Ethical Considerations in Community Youth Work includes a 2-hour exam because the material contained within the course is very important for Australian youth workers to know. Covering the legal and court systems (family, civil, high, supreme, etc.), law enforcement agencies, key statutory requirements of youth workers, relevant State, national and international law and legislation (e.g. age of consent, privacy and confidentiality, equal opportunity, UN CROC. etc.), as well as the rights and responsibilities of clients and the difference between legal and ethical practice within the youth sector, it was felt that an end-of-course exam was the best way for students to demonstrate their grasp of the knowledge and how that is applied in the youth sector.

The second assessment for this course is a Court Report. Presented about one of the cases observed during a day’s visit to the Children’s Court, it must follow standard court reporting procedures, taking into account standard confidentiality and privacy requirements. This has been included because the majority of youth workers in Australia will become involved with the juvenile justice sector at some point in their career. Visiting the Children’s Court will introduce them to the official procedures of the court system, emphasising the formality involved. Writing about the experience will help to consolidate the learning and observations from the day.
Case studies with numerous variables, and papers ranging between 2000 and 3000 words depending when in the program they occur, allows students to structure their own answers and communicate their interpretation and manipulation of the knowledge taught (Brady & Kennedy 2014).

Table 5.2 A List of the Assessment Tasks for Core Subjects the New Model (in alphabetical order)

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<td>1</td>
<td>Case management plan</td>
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<td>2</td>
<td>Case studies</td>
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<td>3</td>
<td>Course reflections</td>
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<td>4</td>
<td>Court report</td>
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<td>5</td>
<td>Critical analysis of two research papers</td>
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<td>6</td>
<td>Devise a group program</td>
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<td>7</td>
<td>Dissertation (Honours)</td>
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<td>8</td>
<td>Exam – between 60, 90, 120 minutes in duration</td>
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<td>9</td>
<td>Formal research report</td>
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<td>10</td>
<td>Funding submission</td>
</tr>
<tr>
<td>11</td>
<td>Group presentation</td>
</tr>
<tr>
<td>12</td>
<td>Hurdle tasks</td>
</tr>
<tr>
<td></td>
<td>a. First Aid Certificate</td>
</tr>
<tr>
<td></td>
<td>b. Mental Health First Aid (Youth) Certificate</td>
</tr>
<tr>
<td></td>
<td>c. Pre-Work Placement Checklist</td>
</tr>
<tr>
<td>13</td>
<td>International evaluation report</td>
</tr>
<tr>
<td>14</td>
<td>Interview exercise</td>
</tr>
<tr>
<td>15</td>
<td>Learning portfolio</td>
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<tr>
<td>16</td>
<td>Journal</td>
</tr>
<tr>
<td>17</td>
<td>Paper – 2000, 2500 or 3000 words</td>
</tr>
<tr>
<td>18</td>
<td>Presentation of research</td>
</tr>
<tr>
<td>19</td>
<td>Program development (Honours)</td>
</tr>
<tr>
<td>20</td>
<td>Quality written materials exercise</td>
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<tr>
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<tr>
<td>22</td>
<td>Research proposal</td>
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<tr>
<td>23</td>
<td>Simulation</td>
</tr>
<tr>
<td>24</td>
<td>Site visits</td>
</tr>
<tr>
<td>25</td>
<td>Third party supervisor’s completion report</td>
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<tr>
<td>26</td>
<td>Tutorial presentation</td>
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<tr>
<td>27</td>
<td>Visual postcard</td>
</tr>
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<td>28</td>
<td>Youth issues review</td>
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<tr>
<td></td>
<td>TOTAL NUMBER OF ASSESSMENTS</td>
</tr>
<tr>
<td></td>
<td>72</td>
</tr>
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</table>

When developing the 72 assessment tasks (Table 5.2) that are included in the new model, three principles were in operation:

1. They were to simulate work practices wherever possible and appropriate, integrating the theoretical learning with practice
2. The level of difficulty was matched and graded to the relevant year level that the corresponding course was delivered.
3. The grading of the assessment tasks was weighted according to importance and when they occurred in each course.

Recurring comments from interviewed youth work agencies held that students do not graduate with the relevant skills in ‘paperwork’ and are unable to connect their theory to the everyday practices of the job.

*Students need to know admin skills such as PowerPoint presentations, because the job really is 90% paperwork.* (YWA4)

*I don’t want 3000 words on Freire! I need free sausages and other stuff for a BBQ on Saturday so they need to know how to write a letter to get that stuff. As well as read a staff roster and even better create one!* (YWA10)

*On his first day the ‘gospel of theory’ spouted out of his mouth so I left him in a room with 200 kids and a basketball. Told him had to make a phone call and would be back in a minute. Watched how he didn’t cope from my office window.* (YWA11)

Based on these and similar comments, ten tasks and the assessments linked to the Assessed Field Placement were specifically developed to simulate work tasks and situations. The assessment tasks, which include a court report, interviews, a case management plan, devising group plans and quality written materials, become powerful tools which support students learning and actively prepare them practically to ensure graduates understand and are able to perform their jobs once employed.

This included the course reflections which were purposefully written for each program so that students could demonstrate their ability to apply the knowledge learnt in class directly to the work place setting. A gradual self-awareness process that draws on the work of Schon and Kolb, reflective practice is a continual, interactive process that brings theory and practice together and provides students with the opportunity to critically examine and demonstrate their knowledge in action (Burns & Bulman 2000, Hillier 2012, Kingsley 2010, Webber & Nathan 2010, Williams 2010). A form of guided enquiry, they combine the student’s own values and experiences in the workplace with the theory learnt. Each course had two prescribed questions of 250 words each for each course (8 courses/16 questions each academic year) (Williams 2010). It is believed this is a unique aspect of this course as this level of reflective practice was not evident in any of the programs at any of the sites utilised in this study.

Another form of reflective practice utilised in the program is the Learning Portfolio, a collection of selected documents from each work place undertaken throughout the academic year that demonstrate the professional and written skills required for the job of a youth worker. Built upon each year of study, the related process actively engages students in the
selection and arrangement of the prescribed documents to demonstrate the student’s achievements and growth over time and helps with their organisational skills (Bradley & Kennedy 2014, Greenstein 2012, Smith & Barclay 2010). Submitted at the end of the academic year, the selected documents include:

- A current CV including the year’s field placements
- A description of each agency where placement occurred including their purpose, mission statement, vision, clientele, practice focus and priorities
- A position description showing what the student’s role was while on placement
- A Work Placement Checklist showing the expected duties and intended outcomes student and the work place supervisor agreed on
- A Work Placement Attendance Log showing the duties undertaken and the number of hours worked in each placement
- A Workplace Induction
- Evidence of one Work, Health and Safety (WHS) Induction undertaken in a placement setting
- A WHS audit of one workplace
- A Third Party Supervisor’s Completion Report for each placement reporting on the student’s ability to develop a professional relationship with a range of young people with diverse needs and experiences during their Work Placement.
- Examples of professionally written materials demonstrating basic computer skills, written by the student within the work place including a meeting agenda, minutes from a meeting, a word document, five email trails to different people, an Excel document.

When planning the sequencing of assessments, a conscious decision was made to ensure that the degree of difficulty of each task increased as students progressed through the program. This is because the typical first year student is either straight from school or a mature aged student returning to study after some time away. Consequently, in the first semester of study, students are scheduled to complete a group presentation, a case study, quality written materials and interview exercises, two papers and an exam. Designed to ease students into the academic world and its often alien processes, the number of words allocated to a task increases as does the complexity of those tasks. Hence, the research paper delivered in first year where students are asked to present a paper on a subculture of their choice, is a lead up to similar reports that will be delivered in third year, such as the Formal Research report (6000 -7000 words) for 5.3 Community Youth Work Project.

The last important issue regarding the assessment tasks was the weighting given to each task. Ranging between 15 (Site Visits and Third Party Supervisor’s Completion Reports) and 100 per cent (Formal Research Report of 6000 -7000 words) of the awarded grades, this was determined by the demands on time required to complete the task and the relative importance within the assessment demands. The researcher’s personal experiences of the industry and writing assessments to match the curriculum also influenced the final decisions.
A number of hurdle tasks, those that students must complete but are not graded, were also included in the curriculum. Offered as part of *Youth Work Principles, Practices and Interpersonal Skills* in first year, students will gain their First Aid and Mental Health First Aid (Youth) Certificates which has proven to increase their employability because agencies do not have to provide this important necessary training. Classroom attendance is not included in any of the assessment.

**CONCLUSION**

The proposed model has been written against the information provided through the demographic and social profile, the historic and current analysis of youth work programs in Australia Canada, New Zealand, the United Kingdom and the USA, and the interviews conducted with youth work agencies and recent graduates from the five sites. With its practice-focus, it is felt that the program has a professional orientation that is very different to what is currently offered in Australia and that youth workers who complete this program will be better prepared for the work they will undertake upon graduation.
The aim of this chapter is to present the findings of the appraisal of the new model made by key stakeholders in industry and training organisations from Australia and overseas. Including training providers, industry representatives and professional association leaders, they responded to a set of questions which included a graded scale for each item.

Created with the intention of broadening and deepening the knowledge, skills and reach of Australian youth work graduates, ensuring they are work-ready upon graduation, the new model comprised of 20 core units, ten elective options and 780 hours of assessed vocational practice for the initial three-year undergraduate degree. A strong emphasis was placed upon the student’s practical application of the qualification’s theory through the recommended objectives, content, skills and assessment details provided. The inclusion of an additional option of an extra Honours year extends the current educational offerings in Australia beyond the current three-year undergraduate degree offered in 2016.

6.1 THE PROFILE OF THE APPRAISERS

Twenty appraisers (A), all of whom are involved in youth work education and service delivery in Australia (7), Canada (2), England (4), Northern Ireland (2), New Zealand (2), the United States (2) and Wales (1), were emailed the model with a response sheet (Appendices Ten and Eleven). Of these 20, 14 are currently involved in providing education to youth work students while an additional three were involved in delivering training to the sector within the past five years. All of the appraisers have worked within the youth work industry with eight currently working within the sector, being members of various youth agency boards, directors of youth organisations or working directly with young people in the areas of the arts, at risk youth and residential care. Of these eight, six hold positions in overseas youth work university programs. Two are involved in the North American youth worker certification process, one being the president of the board, and four of the appraisers have an active global experience of youth work.

The appraisers were asked to read through the course carefully and then rate each question with the response based upon the following scale: 1 = Not relevant, 2 = Somewhat relevant, 3 = Relevant, 4 = Very relevant. Supplementary comments for each question were strongly encouraged.

Twelve responses (60 per cent) were returned (Australia – 5; Canada – 2; England – 1; New Zealand – 1; Northern Ireland – 2; USA 1). An additional three declined to respond – two (England and the USA) because of the enormity of the task; the other (Australia) because he was unsure of the framework upon which the work was created and felt this was necessary to
understand if he was to do the model justice when appraising it. No feedback was provided by the outstanding eight appraisers although reminder emails were sent after the due date. No further feedback was provided to the researcher.

Of the twelve respondents, one completed only the first half of the appraisal. This was sent to the researcher with assurances that they were conscious of meeting the initial due date set and promised to send the remainder of the answers through at a later date. This did not occur although two follow-up emails were sent, requesting the remaining responses be returned.

The practice background and nationality of individual appraisers was made apparent through the comments provided on how to improve the various courses, an unexpected benefit of the process. Highlighting important missing components, their additions would make the respective units stronger in their educational and practice focus. For example, for the subject *The Psychology of Child and Youth Development*, the suggestions given for inclusion would provide a much stronger theoretical approach to this area of study:

> I feel that this subject could have included more specific issues on practical and applied psychology – such as issues of Locus of Control as opposed to Learned Behaviour (Rotter); Cooley and ‘Looking Glass Self’ and also Rogers and a ‘Person-Centred approach’ and Core-Conditions, Also consider Transactional Analysis (Berne) and Assertiveness (A3).

> Would be great to see something on case notes and documentation as well. This is important not only as a legal obligation but as a way to record life events of a young person who is a client, which may turn out to be one of the only records that person has. This is a large responsibility to bear and youth workers should have the education to bear it (A2).

The predominant practice framework of each country also influenced the feedback provided with those in the northern hemisphere being the most obvious. For example, respondent A6 was from Canada and provided the following comment on the qualification’s title.

> I’m not sure of the situation in Australia, in Canada I would recommend “child and youth care”, this is more in keeping with current literature in the field” (A6).

The question “Is this level of understanding needed? (A10)” was asked by one of the United Kingdom respondents regarding the subject *Legal and Ethical Consideration in Community Youth Work*. Highlighting that legal considerations do not feature as strongly in the United Kingdom as they do in Australian youth work practice was supported when the respective curriculums were surveyed. Only Coventry University offers a specific unit in this area, *Law and Social Policy for Youth Work*. This could be attributed to the informal educational practice focus of youth work in the region and the historical centre-based youth work which predominantly focuses upon working with groups. Youth Offending Teams (YOT) work
directly with young offenders in the United Kingdom and are roles more often filled by social workers than youth workers.

6.2 THE RESULTS

Overall, the appraisers believed that the new program would create work-ready youth work graduates with the necessary essential knowledge and competencies required of new youth workers with 75 per cent indicating they believed the new program outline was very relevant to the education of youth workers and the remaining 8 per cent saying it was relevant. There were two non-responders to this question.

*Your application of theory and comprehensive nature of the course structure coupled with the assessments and field placement and also even with first aid and mental health first aid and the way it is broken down allows for the student to fully learn about how youth work is developed and managed* (A11).

*Yes the best model I have seen* (sic) (A9)

All of the appraisers believed that the students would graduate with a good balance of theory and practice which would ensure they were work-ready upon graduation, with 90 per cent indicating they thought this was very relevant and the remaining respondent remarking that he believed the new program was relevant. Ensuring the degree has a strong vocational basis which is demonstrated through the practical application of the theory learnt was highly regarded by the appraisers who commented on the fact that this is not often the case in a HE degree, particularly in Australia.

*My bias is to the practical particularly in a university context which struggles with that - so I think your bias is good.* (A10)

Of the 26 recent graduates interviewed, those who felt they had benefitted most from their degree had experienced a balanced mixture of theoretical and practical learning. All had worked in the youth sector throughout their studies, often a condition of their being accepted into a program, or completed vocational studies, such as a *Certificate IV in Youth Work* or a *Diploma of Youth Work* in Australia, before undertaking their undergraduate degree.

*At each point of my studies I gained more skills and it was easier to do the degree but I was really frustrated watching my peers who were only doing the degree. They didn’t understand the basic concepts and although I was able to share in class discussions I didn’t get anything back from the other students* (RG11).

*Had more (of the necessary skills and knowledge) than my classmates because I’d done the Cert 4 (of Youth Work) as backup* (RG13)
This confirmed the benefit of providing a stronger practical emphasis in the new model than is currently provided in Australian youth work undergraduate degrees.

6.2.1 Reframing the Undergraduate Degree

The appraisers were informed that there were two very important inclusions in the new proposed model that would broaden and deepen the knowledge, skills and reach of the students graduating from this new model which would make it obviously different to current undergraduate offerings in Australia.

The first inclusion concerned the age range of clients. “Extending the qualification’s current age range focus from the current 10/12 – 25 years to 4 – 25 years to cover all years of education ensures that more children and young people are supported to become resilient individuals who are active members of their communities and society and mirrors what is anecdotally occurring in the sector.” Very little comment was made about this change and the researcher wonders if it is because youth workers from Canada, Northern Ireland and USA already work with this age range although one responder wrote

\[ I’m \text{ not sure how one can work with families (or adolescents) without also working with 0 – 4 year olds. I think some recognition of CYC practice often includes foetal health and working with newborn children (A6).} \]

The second inclusion was the addition of the word *community* to the title which reflects the importance of involving all who are key to a young person’s life to ensure that Australia’s children and young people are able to thrive and Australian youth workers are able to match the theory to their everyday work practice. Appearing to have been accepted as a positive addition, little comment was made on this issue also though one Australian responder did write

\[ I \text{ also support the notion of including “Community” in the title (A9).} \]

The researcher wondered if this is because most of those asked to appraise the model work closely with the community in their daily practice and saw this as a given. Also, overseas assessors would have no prior knowledge that this would be a significant addition to the focus of youth work practice in Australia although a statement was provided about this in the appraisal document.

That none of the Australian responders commented on either of these inclusions was a surprise to the researcher and worthy of note. The researcher concluded this was because all but one of the Australian responders is currently actively engaged in youth work practice and would agree with anecdotal evidence that it is not uncommon for youth workers to encounter the younger age groups, their families and wider communities in their daily practice.
Broadening the study scope of upcoming graduates to include these two important aspects of youth work would simply put students ahead and ensure they were better prepared for employment in regards to their working knowledge and practice.

6.2.2 The Name: Bachelor of Arts (Community Youth Work)

With an average score of 3, when asked about the qualification’s title, Bachelor of Arts (Community Youth Work), the responders agreed that it “Clearly identifies what students will be engaging in” (A2) though one respondent was concerned that “… the title would create some exclusion of some kinds of youth work and this may not be intended. e.g. some youth work in a secure environment such as Parkville would not necessarily fit with this title” (A12).

The major point of disagreement concerned the degree’s status as an Arts degree.

*The title ARTs (sic) always seems arbitrary to me. It just doesn’t resonate as a credible degree qualification* (A12).

*Not sure about the BA – although I know there would be reason for this – my instinct is that it is more consistent with a Bachelor of Social Work. I also wonder whether a B (International Youth Work) would be more appealing and do the development of the course more justice – as the qualification has been thoroughly informed by youth work, as it occurs on an international scale* (A2).

*Is there a reason for including the “Arts” bit? Why not just “Bachelor of Community Youth Work”? I understand that within a university the qualification may sit within humanities but ideally, would you rather people understood it as a youth work degree, or a subset of an arts degree?* (A8).

*“Arts” implies a less scientific and analytical approach to youth work than your model suggests. I suggest Bachelor of Social Science (Community Youth Work)* (A9).

*Why arts not science considering psychology, sociology, etc.* (A10)

*Not sure why it’s Bachelor of Arts* (A11)

6.2.3 The Central Aim

Regarding the central aim of the model - to provide Australian youth work graduates with a qualification that imparts the necessary knowledge, skills, attitudes and behaviours required for entry level work within the community youth sector when working with clients aged between 4 – 25 years of age in a variety of community settings including government and youth sector agencies and a range of sites including accommodation, education, health, welfare and youth justice, involving many functions including advocacy, career guidance,
employment, legal support, policy development or counsellor – all respondents graded this as relevant (33.3 per cent) or very relevant (66.6 per cent). The average score was 3.

Describing it as “comprehensive” (A2) and an “excellent framework” (A11) that “looks good” (A12), it was seen as “generally a good overall aim” (A4) that “has (a) clear focus on preparing (the) work force” (A8) and an “essential description acknowledging the diversity of the youth work sector” (A9). Respondent A9 also commented that “I think the aim is fine, but I would make it punchier... Maybe “The central aim of the model is to provide Australian youth work graduates with the necessary knowledge, skills, attitudes and behaviours required for entry level work with clients aged 4 – 25 years of age in a variety of community settings”.

The researcher agrees that the central aim could be more succinct however the need to advertise the full range of employment outcome possibilities to prospective incoming students more often outweighs the need for ‘efficiency’ in the wording category.

6.2.4 Qualification Objectives

Seven broad objectives were created for graduates to achieve:

- Work in a largely independent capacity under the supervision of a manager in a range of contexts including residential care, education, youth justice, group settings, etc.
- Develop, deliver, facilitate and evaluate programs and services for children and young people that address their behavioural, developmental, social and welfare needs
- Encourage, support, involve and empower young people to significantly contribute to their own personal social development
- Exhibit the interactive skills of advocacy, communication, group work, management, programming and research within the youth work environment
- Confidently act and think independently while maintaining the personal and professional rights and responsibilities necessary in the workplace within legal and ethical considerations
- Successfully implement the policies and guidelines of the employing organisation and relevant legal system in an ethical manner
- Participate in on-going professional development and personal learning related into the field of youth work.

With an average score of 3.16, all of the appraisers felt the objectives were relevant for youth work graduates with 66.66 per cent believing they were very relevant and would support students to become work-ready graduates at the end of their studies.

Objectives seem quite comprehensive and relevant to the field of child and youth care work (A1).
These are skills I would currently expect to see in managers in youth work. I don’t think that means it is pitched too high – I think this qualification would raise the bar for the standard of youth work in Australia. Fantastic (A2).

Very clear and articulated! (A7)
Thorough coverage of sectors current and possible in the future that supports your central aim for training (A9).

I think these are good. There seems to be a ‘development of the whole character’ of the youth worker bias in the introduction (which I think is a good bias!) i.e. Promoting the whole-istic (sic) education of graduates and therefore workers...”. You’ve said this is a distinctive (sic) of the qualification, but I’m not sure it comes through clearly enough in the objectives (A8).

Two sound suggestions on how to strengthen the objectives were provided and would be included upon revising the documentation if the model were to be implemented:

Given that this is “community youth work” with a bias towards all of those who are significant for the young person’s development, does something about competency in community networking and development belong here? In other words, the objectives focus on the youth worker’s competency in working with the young person in a variety of organisational contexts, but possibly needs an explicit objective about connecting with the different aspects of a young person’s world (A8).

I think if the objectives focussed on what skills, knowledge, theory and practice the students need to perform those roles that would make it clearer. For example one of your objectives is: Successfully implement the policies and guidelines of the employing organisation and relevant legal system in an ethical manner. If you focussed on the knowledge or theory required to perform this task that would be more of a qualification objective. E.g. Ensure students obtain the theoretical understanding and policy knowledge so they can successfully implement the policies and guidelines of the employing organisation and relevant legal system in an ethical manner (A12).

### 6.2.5 Course Delivery Overview

With an average score of 3.75, it can be confidently said that the appraisers believed that the model had an excellent delivery overview which was supported by the comments provided.

Very evenly spread across all aspects of youth work that require attention (sic) (A2)

Creative integration of course work, workshops and field placements (A8)

I found it easy to follow and the course overview and subject sequence made sense in a way it flowed so it went from familiar to unfamiliar. With good logic. (A11)
Loved the reflection and the practical nature of the program (A12).

6.2.6 Course Progression

Again attaining an average score of 3.75 as can be seen in Table One below, the majority of the responders (75 per cent) believed the course progression was logical and cohesive from semester/year to year.

It is an excellent outline and progression appears well considered (A4).

One suggestion was provided on the possible movement of courses which the appraiser would investigate further if the model were to be implemented.

I suggest swapping 2.7 (Working with Children and Young People from Conflict Regions An Issues Approach) and 3.3 (Working within Organisational and Government Structures of Community Youth Work)—2.7 covers all areas that all students encounter where 3.3 depends on students aiming for leadership hence relegating it to the honours year for those who are wanting a bit ‘more’ (A2).

6.2.7 Overlooked Areas of Study

Looking back at the question posed the researcher deems that this was a difficult question to score and believes this accounts for this question receiving the lowest average score of 2.33. Three of the responders did not provide a scaled score, stating “None that I can identify” (A2) “(I) can’ rate this” (A10) and “None that I can think of” (A11).

Despite this, many suggestions were provided in regards to courses that could have been added that would strengthen the program according to the appraisers and were taken on board by the researcher.

We also offer a Level 6 (3rd Yr f/t and p/t) supervision training and I also offer entrepreneurship (A3).

Perhaps Social Pedagogy ideas. There is also nothing explicitly about trauma informed approaches (A6).

Political engagement, Supervision and Management, Leadership (funding, lobbying) (A10).

There are 2 main areas appear to be overlooked; mental health and AOD. Mental health is a global issues, AOD mostly in the western societies but I think they need more time (A12).
Table 6.1: Appraisal of the Overall Model

<table>
<thead>
<tr>
<th>Subject</th>
<th>% Non-Responders/Nor Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
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6.2.8 The Appraisal of the Five Subject Themes

For the purposes of appraising the model, the appraisers were asked to respond to six standard questions for each of the core subjects (24), the electives and the assessed vocational practice, over the four years of the undergraduate degree and the Honours year combined. The questions were:

1. How well does this subject fit into the overall coherence of the course?
2. Are the objectives realistic?
3. Is the content comprehensive enough for this year level of study?
4. Is the skills development for this subject sufficient for this year level of study?
5. Will the assessments for this subject test the students’ knowledge fully?
6. Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?

Grading each question against a consistent scale (1= Not relevant, 2 = Somewhat relevant, 3 = Relevant, 4 = Very relevant), supplementary comments for each question were strongly encouraged. Some appraisers were prolific with their comments while others were sparing with their feedback, only responding when they felt it was absolutely necessary to do so.

Presented in the order of the five areas of focus rather than the timetabled delivery schedule, the appraisal results for each individual subject follows. Appraisers were not asked to comment on either the division or placement of the subjects into these arbitrary categories or the associated objectives for each focus area which could be seen as an oversight by the researcher as feedback on this could have been very helpful in regards to ensuring the focus of each was true to its intention. The size of the finished document (64 pages) was a concern to the researcher and influenced her decision not to include this in the appraisal.
6.2.8.1 Appraisal of Question One: How well does this subject fit into the overall coherence of the course?

The overall average score for this question was 3.26, with answers ranging between 2.25 and 3.58 for the 24 courses that were surveyed (Table Two).

The only subject which received a response from every assessor was the first course, *The History of CYW: Its Policies and Practices* with 58.33 per cent stating that it was very relevant.

> Needs to be included as it gives a framework for what is expected in the sector and the changing sector and needs of young people (A11).

With an average score of 3.50, the second highest score recorded for this question, it was in stark contrast that one responder believed this subject was only somewhat relevant for youth work students to study, stating that

> I can see how the history of youth work fits with the broader direction of the program. While I understand the context of ‘history’ I am unsure of how relevant it is to trace back to the very beginnings ... The question is will the student be a better youth worker now by understanding all of the history of youth work? If you think yes then that’s fine but I think students will be better youth workers if they focus on contemporary youth settings (A12).

An additional five courses received the same average score of 3.50: *International Dimensions of Community Youth Work, Children and Young People: Working with the Family, Working with Australia’s Indigenous Youth, Children and Young people in a Digital Age and Evolution of Social Policy in Community Youth Work*. Of these five, only *Evolution of Social Policy in Community Youth Work* did not receive 75.00 per cent of the responders scoring it as very relevant as they had for the other courses in this group. Rather it received 66.66 per cent in this category with one reviewer scoring it as somewhat relevant.

> How is this unit different to the other policy units? I’m not sure it’s any different so unsure why you need this unit (A12).

Three courses gained a higher average score of 3.58. They were *Working with Children and Young People in Diverse Settings, The Psychology of Child and Youth Development* and *Children and Young People in Their Cultural Contexts*.

The appraisers believed the psychology course was very relevant (83.33%) in regards to fitting into the overall coherence of the program.

> Very happy to see this included. Would be remiss without it (A2).
An essential field of study, especially with those young people from diverse backgrounds who will struggle to make sense of a possible cultural clash, alienation and rejection by mainstream Australia, and the subsequent impact on their mental health (A9).

Comments pertaining to *Children and Young People in Their Cultural Contexts*, which also had 83.33 per cent of responders stating that the course was very relevant in regards to student outcomes, included:

*Good intro to culture and subculture* (A8)

*Essential material* (A9)

*Working with Children and Young People in Diverse Settings* was the third subject to gain an average score of 3.58, with nine responders indicating that they thought it was very relevant to a student’s study load and another two scoring the course as relevant.

*Links well with young people in their cultural and familial content* (A9)

*Great straight forward course* (A10)

*Essential component of a quality Youth program* (A12)

These three subjects contrasted significantly with *Working with Children and Young People from Conflict Regions: An Issues Approach* which received an average score of 2.25 for this question. With the highest non-responder rate of any course for this question (41.66 per cent) this was complicated by three appraisers not being able to find the unit to comment on. The researcher is aware that some appraisers mentioned in their return emails that there appeared to be a renumbering of some units and missing reflection questions for some surveys sent out as this was not a uniform occurrence, it can only be put down to being an electronic ‘glitch’.

Of the seven remaining appraisers who did respond to the related question for this course, the comments were very positive. For example, A9 recognised the importance of the subject stating that *This group will be a source of work for many students for many years* which correlates with the findings in Chapter four of this study and the reason for the topic’s inclusion in the model. A3 noted that it was

*A very interesting module with some thought-provoking issues* (A3).

A8 believed that this course would have been better place in the Honours program. No reason for this thinking was provided.

*Working with Organisational and Government Structures of Community Youth Work* received 33.3 per cent for both relevant and very relevant scores, helping to give the subject an
average score of 2.50. Part of the reason for such a low score can in part be attributed to 25 per cent of responders not answering this question and again no reason can be ascertained as to why this was so other than previously noted. There were mixed views as to its relevance to the program with A12 stating they were “Unsure of how it fits or its relevance” while others thought the subject was “necessary” (A9) and a “very relevant module” (A10).

All of the responders believed the subjects in Theme 2: *Children and Young People in Local and Global Contexts* and Theme 5: *Vocational Preparation and Practice* were relevant, if not very relevant. This was supported by the overall average score for this theme being 3.34.

One suggestion was made to shift *Leadership and Management within Community Youth Work Contexts* from first semester, third year to second semester in the Honours year thus making it a specialty area for those continuing on with their studies. The researcher agrees and would move the course accordingly if the model were to be implemented.

*Children and Young People: Working with the Family, Children and Young People in a Digital Age, Children and Young People: Working in Child Protection* and the *Dissertation (Honours)* would all be new subjects in an Australian HE youth work degree program. All were strongly supported by the appraisers with the courses about the family and indigenous young people gaining the greatest support in regards to their inclusion.

*One of the key units in their study because so much of their work will be on the fringe of or be linked to child protection* (A9).

*Very innovative and contemporary* (A10)

*Research and Project Management Skills* - and the *Dissertation* were also deemed to be essential additions by the appraisers.

“… the project itself will really bring about a new learning in their research skills and bring all the skills and knowledge together” (A11).

*It’s full on but very beneficial for student learning in terms practical and theory and also to go onto masters levels and learn about the quality of writing and research. Well put together with adequate supervision and also word count is good* (A11).

Overall, all subjects, except *Working with Organisational and Government Structures of Community Youth Work*, were seen as very relevant subjects for the overall coherence of the program.
Table 6.2: Responses to Question 1 – How well does this subject fit into the overall coherence of the course?

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
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</thead>
<tbody>
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<td><strong>Theme 1: The Youth Work Sector: Its History and Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The History of CYW: Its Policies and Practices</td>
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<td>33.33</td>
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<td>Working with Children and Young People from Conflict Regions: An Issues Approach</td>
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<td><strong>Theme 3: Policy and Procedures for Community Youth Care:</strong></td>
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<td>Communications Skills for Multicultural Contexts</td>
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<td>Group Facilitation Skills for Young People</td>
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<td>Design, Delivery and Evaluation of Community Youth Programs</td>
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<td>Research and Project Management Skills</td>
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<td>Assessed Field Placement</td>
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<td>Youth Work Principles, Practices and Interpersonal Skills</td>
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6.2.8.2 Appraisal of Question Two: Are the objectives realistic?

The overall average score for this question was 3.03 with a greater range of average scores evident than for the previous question. *Working with Australia’s Indigenous Youth* received the highest ranking with an average score of 3.66. The majority of appraisers saw this subject...
as a “great addition and (a) really essential component (A11) that was “well designed and (a) much needed course!” (A7). The objectives were deemed to be realistic and “overall very good” (A8).

At the bottom of the scale, with an average score of 2.25, Working with Children and Young People from Conflict Regions: An Issues Approach was again the lowest ranked course. Four appraisers did not provide an answer for this question and the researcher assumes that the reasons are the same as for the first question surveyed. There were two subjects with a greater number of non-responders, the first of which was Working with Organisational and Government Structures of Community Youth Work (41.6%) and no specific reason can be found for why this was so. A10 did comment that this subject area was “… unfamiliar to me in community youth work so not best placed to comment” which was seen by the researcher as a valid explanation for not responding to the scaled system.

The other subject was Case Management in Community Youth Settings which was also the only subject not to score at least 50 per cent for having very relevant objectives which seemed contradictory to the comments provided.

Need to acknowledge agency case management tools may be specific and tied to research/program evaluation outcomes; agency philosophy, etc. (A9).

Good (A12).

Only two subjects were deemed to have objectives that were not relevant to the associated subject. Indicated by the same respondent (A12) each time, these were Research and Project Management Skills and Youth Work Principles, Practices and Interpersonal Skills. The reasons provided related back to this respondent not understanding “… how research and project management skills go together” nor “… how the mental health first aid and OHS fit in here” because this responder did not believe that the overall objectives and content matched the title of the latter subject.

Additions were often suggested although overall the objectives for each subject were seen to be “A good summary of what the students will learn and give a great context” (A12). For example, for Children and Young People in the Cultural Contexts it was suggested that the “… addition of an objective focused on awareness of personal bias and culture” (A8) would strengthen the students’ learning while A8 believed that objectives 3, 7 and 8 belonged together in one objective which would be looked at further in a review of the model.

The subject that received the most useful suggestions for additions to the listed objectives was for the subject Children and Young People: Working with Families.

The objectives lean towards the ‘at-risk and ‘under-pressure’ family. Which is probably the direct experience of many of the students. However, I wonder whether it would be beneficial to get students to identify and imagine the ‘good, healthy family’,
because this will help them to imagine what they are helping families to do in relation to young people’s development (A8).

Objectives are focussed on knowledge but being able to facilitate family reunions or interactions should be in here. Recognising healthy communications between family (sic) would be important and how this affects the YP (A12)

Table 6.3: Survey results for Question 2 - Are the objectives realistic?

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
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<td><strong>Theme 1: The Youth Work Sector: Its History and Diversity</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The History of CYW: Its Policies and Practices</td>
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<td>8.33</td>
<td>33.33</td>
<td>58.33</td>
<td>3.50</td>
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<td>Children and Young People: Working with the Family</td>
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<td><strong>Theme 3: Policy and Procedures for Community Youth Care:</strong></td>
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<td>Legal and Ethical Considerations in CYW.</td>
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<td>16.66</td>
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<td>Evolution of Social Policy in CYW</td>
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<td>Design, Delivery and Evaluation of Community Youth Programs</td>
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</table>
For *Working with Australia’s Indigenous Youth* the following suggestion would be added in a revision to the objectives and the content of the subject, thus strengthening it considerably.

*Objectives seem good. I think the policy over many years in dealing with indigenous people is an important addition. You mentioned policy of self-determination. However there have been three major government policies 1. Protection which effectively brought may different indigenous groups together and set up missions 2. Assimilation which was to put them in with general population and expect them to be like the non-indigenous people and 3. Self-determination which you mentioned here (A12).*

An interesting suggestion to *Children and Young People in a Digital Age* was the inclusion of the word ‘youth worker’ to the fifth objective so it would read *Outline the possible legal and ethical implications of media misuse by children, young people and youth workers.* The researcher sees this as an important note and would add this to the objectives because it emphasises the importance of the youth worker’s professional responsibility to themselves, their organisation and the children and young people they work with and for.

Comments about there being too many objectives in some subjects were made which would be investigated further if the model were to be implemented. If possible an amalgamation of objectives would occur so as to streamline the focus of each subject, such as *The Psychology of Child and Youth Development.* A10 believed there were too many objectives in this course and A3 agreed, stating that “There could have been more comprehensive objectives” for this course.

### 6.2.8.3 Appraisal of Question Three: Is the content comprehensive enough for this year level of study?

When asked to appraise the question *Is the content comprehensive enough for this year level of study?* the reviewers agreed overall that where each subject had been situated within the delivery schedule was correct. The overall average score for this question was 3.01, with the appraisers giving 15 of the 24 courses an average score of 3 or more; seven courses received an average score of 3.25.

What the researcher did notice is that none of the comments provided by the appraisers actually addressed the topic of the question. Rather, the comments provided were all about how to improve the particular course being considered. For example, the lowest average score was given to *Case Management in Community Youth Settings* (2.25) suggesting that some work around the subject content is required.

*Should this course include a focus on relevance or application within a specific practice setting?* A8.
This course seems to rely on the term ‘client’ more than others. Might change to child or youth (A8).

Table 6.4: Results from the Appraisal of Question Three - Is the content comprehensive enough for this year level of study?

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant</th>
<th>% Somewhat Relevant</th>
<th>% Relevant</th>
<th>% Very Relevant</th>
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<td><strong>Theme 1: The Youth Work Sector: Its History and Diversity</strong></td>
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<td>16.66</td>
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A7’s comments added to that, stating that “This course seems to rely on the term ‘client’ more than others. Might change to child or youth” highlighting the issue that the term ‘client’ was often seen as a negative connotation by appraisers from Australia and overseas and that youth workers need to be aware of this.

Children and Young People: Working with the Family received the highest average score (3.50) for this question, with nine of the appraisers (75.00%) stating that they believed the content comprehension for the year level of study in which it was situated was very relevant. No comments were provided for this subject other than “Yes” (A9).

Concerns about the content outline provided for Evolution of Social Policy in Community Youth Work were cited by two appraisers which would be reassessed if a revision were to occur, so as to strengthen the course and provide greater substantiality to the topic overall.

> The content paragraph felt underdone. I didn’t read it and get a good sense of some of the detail that would be looked at (A8).

> Doesn’t seem to be enough to get a full semester out of or perhaps your content summary is too brief (A12).

6.8.2.4 Appraisal of Question Four - Is the skills development for this subject sufficient for this year level of study?

With an overall score of 3.06, 18 of the 24 courses rated an average score of 3 or more which is the highest ranking seen so far in this evaluation. Of the six that received a score of less than 3, Case management in Community Youth Settings again received the lowest average score (2.25). Why this was so cannot be assessed as there were no comments on which to draw a suitable conclusion from. That there was a non-responder rate of 33.33 per cent for this subject would have been part of the reason and could also be seen to be part of the reason explain why Assessed Field Placement received a score of 2.58 (33.3% non-response rate) and Leadership and Management within the Community Youth Contexts received an average score of 2.91. One quarter of the appraisers did not respond to this question for this course. No explanation can be found as to why this is the case other than they have simply been missed in the process and is further hampered by the only comment provided for either of these subjects being for Assessed Field Placement which was positive in its praise.

> I like the progression in taking the greater responsibility in the placement, displaying greater levels of initiative, to demonstrate competence and knowledge (A12)

The other courses to score an average score of less than three were Research and Project Management Skills (2.83) and Communication Skills for Multicultural Contexts (2.91). The only comment provided was for the latter subject where A9 noted that the skills needed to be incorporated more if they were to be successfully utilised by students as graduates in the work place.
only comment provided was for the latter subject where A9 noted that the skills needed to be incorporated more if they were to be successfully utilised by students as graduates in the work place.

**Table 6.5: Results of the Appraisal of Question Four - Is the skills development for this subject sufficient for this year level of study?**

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
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<td><strong>Theme 1: The Youth Work Sector: Its History and Diversity</strong></td>
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<td></td>
</tr>
<tr>
<td>The History of CYW: Its Policies and Practices</td>
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<td><strong>Theme 2: Children and Young People in Local and Global Contexts</strong></td>
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<tr>
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<tr>
<td>Assessed Field Placement</td>
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<tr>
<td>Youth Work Principles, Practices and Interpersonal Skills</td>
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</table>
Leadership and Management within Community Youth Contexts, Research and Project Management Skills were again seen to be irrelevant in regards to the sufficiency of the subject skills development provided, along with Working Organisational and Government Structures of Community Youth Work. Comments made about Working Organisational and Government Structures of Community Youth Work (2.83) would lead the researcher to look at strengthening the skills development for this course.

Needs some element of critical reflection (A9).

A12’s comments that what was included was “not really skills here” needs to be positioned next to the appraiser’s inability to see the relevance of the course.

I don’t see how research skills and project management go together (A12).

6.8.2.5 Appraisal of Question Five - Will the assessments for this subject test the students’ knowledge fully?

Overall, the assessments were seen in a positive light, receiving an overall average score of 3.02. Two courses gained the highest average score of 3.41 - Working with Young People in Diverse Settings and Children and Young People in the Digital Age – while another two gained the lowest score of 2.41 – Case Management in Community Youth Work Settings and Assessed Field Placement. Comments were not provided to explain why the appraisers made their various choices when scoring this question for these courses.

Overall the sentiment was that the various assessments provided in the model were “… a good mixture of theory and practice, some students will struggle, most will develop the right skills to enable them to commence their practice (A9)” with the course’s theory/practice balance generally deemed to be correct with the overwhelming majority (75%) of those who responded, agreeing these were very relevant in their answers.

The assessments for the new model provided the most comment and recommendations on where it could be strengthened, with the majority of the suggestions to be seriously considered if the program was to be revised. The first of these was for The History of Community Youth Work: Its Policies and Practices, delivered in the first semester of the first year. It was generally felt that the assigned paper of 2500 words would be too much at this early stage of the students’ study and should be adapted to supporting the students in their future studies which the researcher agreed with upon reflection.

2500 words seems a lot for a Y1, Sem 1 essay (sic). My general feedback on assessments is this: At this stage in my tertiary study I was only just beginning to understand what research actually meant and how to turn it into a paper of my own. Any assessments that gave me the opportunity to practice this was favourable – i.e. ‘review an existing paper on the inception of community work.” This was I learnt about the subject but I also learnt about writing and researching skills, which carried
me much further along in my studies than stumbling through a difficult essay in the beginning (A2).

For Working within Organisational and Government Structures of Community Youth Work a suggestion was made to change the topic of the paper from ‘comparing government and organisational structures’ to ‘governance structures of organisations (A8). The researcher

Table 6.6: Results for the Appraisal of Question Five - Will the assessments for this subject test the students’ knowledge fully?

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
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<td><strong>Theme 1: The Youth Work Sector: Its History and Diversity</strong></td>
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<td>25.00</td>
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<td>3.08</td>
</tr>
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</table>
believes that both of these areas are important for the student to understand and would be more likely to combine the two areas together in a single paper or two smaller papers, rather than focusing on one or the other in a program amendment.

For International Dimensions of Community Youth Work appraiser A12 commented about the work load expected of students stating correctly that “5000 words and 2 assignments is a bit of work when students have 3 or 4 other courses to complete (A12).” If the model were to be modified a reduction in the number of words required of the paper (e.g. 1500 - 2000) would occur.

Comments made in regards to Children and Young People in Their Cultural Contexts called for a greater variety of assessments to be included.

Many of the assessments are quite similar – paper (and exam in some) I wonder about broadening the evaluation process (A4).

I feel like the assessment needs some grounding in a concrete context – maybe an interview with someone from an identifiable subculture and subsequent reflection on interview? (A8).

An exam based on ABS data seems irrelevant to me. The retention of such information has little bearing on one’s ability to work with youth (A12).

In regards to the last comment the researcher believes the appraiser has misunderstood the purpose of the exercise which is for students to demonstrate their ability to read and interpret ABS data, not retain the information contained.

Many of the assessments were deemed to be very appropriate for the subjects they had been tagged to, such as those created for The Psychology of Child and Youth Development.

I thought the assessment was very good, with a range of methods (A8).

Excellent assessments and subject outline testing the students’ knowledge and skill base (A12).

The number of non-responders for Case Management in Community Settings (33.3%), Leadership and Management within the Community Youth Contexts (25%) and Assessed Field Placement (33.3%) were similar to previous questions and suggests these courses were missed completely by the appraisers. No explanation can be found as to why this is the case other than they have simply been missed in the process.
6.8.2.6 Appraisal of Question Six - Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?

The pattern of non-responders is repeated for this question with one and two being consistent for the first four themes as is illustrated in Table Seven. However, a significant change is evident for Theme Five – *Vocational Preparation and Practice* which can be related back to the various comments made by the appraisers that there were no reflective questions evident in their surveys for this portion of the study. As a result, 33 per cent of appraisers did not respond to *Youth Work Principles, Practices and Intrapersonal Skills* and *Community Youth Work Project (Year 3)* while 50 per cent did not respond to the two remaining subjects in this section, *Assessed Field Placement* and *Dissertation (Honours)*. Consequently, the last two courses received the lowest scores of 1.91 and 1.16 respectively. The researcher believes this occurred due to an electronic glitch with some surveys losing information when emailed out as discussed earlier.

That some appraisers did not receive the initial attachments when they were first emailed which was not realised until a reminder email was sent to those who had yet to return their appraisal one week after the due date. This may account for why some appraisers did not respond at all however it is curious to the researcher that if they received the initial email with the attached documents that they did not respond if the attachments were not there.

Although the overall score was 2.91, the lowest of the questions so far, the reflective questions were seen to be an excellent addition to the program, tying the theory of the classroom to the practical aspect of the youth worker role as intended.

*Yes great reflective questions allow for skill and knowledge development* (A11).

*Reflective questions, papers and journals are an excellent way to gauge if the student is reflexive and can also demonstrate whether or not they are critically thinking* (A1).

*These are questions which are asking students to “think big”* (A2).

Some excellent suggestions were made on how to strengthen the reflective questions such as the following comment by A12 for *Children and Young People in Their Cultural Contexts*.

*How about the positive impact of culture and subcultures on YPs development and sense of belonging? Reflection on own youth development (sub culture or culture) would be a good reflective exercise* (A12).

The researcher did notice though that often the comments provided in this portion of the study tended to give an overall appraisal of the subject being assessed, rather than about the reflective questions alone. Although not a negative observation this could be seen to skew the results. For example, the following comment for *Design, Delivery and Evaluation of Community Youth Programs* was not unusual.
This unit is very well covered and allows the student to fully understand the reflective nature of working with many different networks and also communities and programs. It is a complex unit but very well covered and good assessments – it will allow for creativity and forward thinking (A11).

Table 6.7: Results for the Appraisal of Question 6 - Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 8.3: The Youth Work Sector: Its History and Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The History of CYW: Its Policies and Practices</td>
<td>8.33</td>
<td>0</td>
<td>33.33</td>
<td>58.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Working with Children and Young People in Diverse Settings</td>
<td>8.33</td>
<td>8.33</td>
<td>8.33</td>
<td>75.00</td>
<td>3.41</td>
</tr>
<tr>
<td>Program Delivery in Diverse Community Youth Work Settings</td>
<td>8.33</td>
<td>16.66</td>
<td>25.00</td>
<td>58.33</td>
<td>3.41</td>
</tr>
<tr>
<td>International Dimensions of CYW</td>
<td>8.33</td>
<td>8.33</td>
<td>16.66</td>
<td>58.33</td>
<td>3.00</td>
</tr>
<tr>
<td>Theme 16.6: Children and Young People in Local and Global Contexts</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The Psychology of Child and Youth Development</td>
<td>8.33</td>
<td>0</td>
<td>33.33</td>
<td>58.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Children and Young People in Their Cultural Contexts</td>
<td>8.33</td>
<td>0</td>
<td>33.33</td>
<td>58.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Children and Young People: Working with the Family</td>
<td>8.33</td>
<td>16.66</td>
<td>16.66</td>
<td>58.33</td>
<td>3.16</td>
</tr>
<tr>
<td>Working with Australia’s Indigenous Youth</td>
<td>8.33</td>
<td>8.33</td>
<td>25.00</td>
<td>58.33</td>
<td>3.25</td>
</tr>
<tr>
<td>Children and Young People in a Digital Age</td>
<td>8.33</td>
<td>0</td>
<td>25.00</td>
<td>66.66</td>
<td>3.41</td>
</tr>
<tr>
<td>Children and Young People: Working in Child Protection</td>
<td>8.33</td>
<td>8.33</td>
<td>41.66</td>
<td>41.66</td>
<td>3.08</td>
</tr>
<tr>
<td>Working with Children and Young People from Conflict Regions: An Issues Approach</td>
<td>8.33</td>
<td>8.33</td>
<td>41.66</td>
<td>41.66</td>
<td>3.08</td>
</tr>
<tr>
<td>Theme 25.0: Policy and Procedures for Community Youth Care:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal and Ethical Considerations in CYW.</td>
<td>16.66</td>
<td>0</td>
<td>25.00</td>
<td>58.33</td>
<td>3.08</td>
</tr>
<tr>
<td>Evolution of Social Policy in CYW</td>
<td>16.66</td>
<td>0</td>
<td>33.33</td>
<td>58.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Working with Organisational and Government Structures of CYW.</td>
<td>16.66</td>
<td>0</td>
<td>50.00</td>
<td>25.00</td>
<td>2.58</td>
</tr>
<tr>
<td>8.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme 33.3: Community Youth Program Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Skills for Multicultural Contexts</td>
<td>16.66</td>
<td>16.66</td>
<td>8.33</td>
<td>58.33</td>
<td>2.91</td>
</tr>
<tr>
<td>Group Facilitation Skills for Young People</td>
<td>16.66</td>
<td>0</td>
<td>16.66</td>
<td>66.66</td>
<td>3.16</td>
</tr>
<tr>
<td>Case Management in Community Youth Settings</td>
<td>33.33</td>
<td>0</td>
<td>25.00</td>
<td>41.66</td>
<td>2.41</td>
</tr>
<tr>
<td>Design, Delivery and Evaluation of Community Youth Programs</td>
<td>16.66</td>
<td>0</td>
<td>25.00</td>
<td>58.33</td>
<td>3.08</td>
</tr>
<tr>
<td>Leadership and Management within Community Youth Contexts</td>
<td>25.00</td>
<td>8.33</td>
<td>8.33</td>
<td>58.33</td>
<td>2.66</td>
</tr>
<tr>
<td>Research and Project Management Skills</td>
<td>16.66</td>
<td>8.33</td>
<td>0</td>
<td>25.00</td>
<td>2.83</td>
</tr>
<tr>
<td>Theme 5: Vocational Preparation and Practice</td>
<td></td>
<td></td>
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<tr>
<td>Assessed Field Placement</td>
<td>50.00</td>
<td>0</td>
<td>8.33</td>
<td>41.66</td>
<td>1.91</td>
</tr>
<tr>
<td>Youth Work Principles, Practices and Interpersonal Skills</td>
<td>33.33</td>
<td>0</td>
<td>25.00</td>
<td>41.66</td>
<td>2.41</td>
</tr>
<tr>
<td>Community Youth Work Project (Year 3)</td>
<td>33.33</td>
<td>8.33</td>
<td>0</td>
<td>8.33</td>
<td>2.66</td>
</tr>
<tr>
<td>Dissertation (Honours)</td>
<td>50.00</td>
<td>16.66</td>
<td>0</td>
<td>33.33</td>
<td>1.16</td>
</tr>
</tbody>
</table>
Table Seven above clearly shows that a greater number of appraisers indicated that they believed that the reflective questions were somewhat effective at allowing the students to demonstrate the relationship between theory and practice for the corresponding subject however the overwhelming majority believed they were relevant or very relevant. The subject to gain the highest average score was again *Working with Children and Young People in Diverse Settings* (3.41). Shared with *Program Delivery in Diverse Community Youth Work Settings and Children and Young People in a Digital Age*. Comments that were made to support this included

*It will certainly expose those students who are unable to grasp the topic* (A9).

*I thought the reflective questions were excellent* (A11).

Observations pertaining to *Working with Organisational and Government Structures of Community Youth Work* indicate that a few appraisers had mixed views about its validity as a separate subject.

*Again I wonder if this module could also be incorporated into a general social policy module. Also could this module include issues of a youth worker as a professional?* (A3).

*This unit is not as clear as others. Important topic, but needs to be kept in perspective as most workers will go to agencies with established relationship with government, or in fact be a government department. Junior workers may not need to worry about high level government and organisation structures* (A9).

The Researcher maintains this is a very important subject that needs to be included in the new model which was informed by feedback provided by representatives of youth work agencies who all discussed the need for students to possess some overall understanding of how organisations and government work before they begin their employment.

### 6.2.9 Appraisal of the Assessed Field Placement (AFP)

One of the significant differences of this new model to those currently offered in Australia is its strong vocational focus within a HE academic setting. Putting into practice the theories discussed in Chapter One concerning the importance of including WIL into the HE curriculum in the 21st century, it was also supported by the evidence gained from the interviews of recent graduates and the youth agency representatives. That is, that the theory learnt in the classroom MUST be competently demonstrated in the work place thus proving that graduates are work-ready upon the completion of their studies.

Purposefully spread over the three years of the undergraduate degree – Y1: 240 hours, Y2: 240 hours; Y3: 300 hours for a total of 780 hours - a dedicated number of hours for AFP was included. All of the appraisers gave positive feedback and supported the AFP concept,
agreeing that the number of nominated hours was sufficient and would “… allow for students to really discover the application of practice and theory and work experience to build up confidence which is what they need” (A11). The appraisers liked the “… progression in taking the greater responsibility in the placement, displaying greater levels of initiative, etc. to demonstrate competence and knowledge” (A12) and believed that this area of study

... was very well covered and is in sense the most important. It also allows the student to do this in ‘block’ and also get full supervision from both the university and also the supervisor from the work place. I like the way it is integrated with theory and also the visual postcards and journals which allow for reflective practice and is beneficial for students learning and demonstration of knowledge in problem solving (A11).

Concerning the number of hours dedicated to field placement A11 summed up the comments provided by the appraisers’ best.

*The hours are perfect and allow for student to really discover the application of practice and theory and work experience to build up confidence which is what they need. This is one area that needs to be addressed in the youth work area – as it’s such a huge mistake to cut hours in work experience as in training courses who cut down to six month courses to get money. Students really miss out and this is observed over and over in the industry* (A11).

In regards to the associated assessments, the comments were also very positive, with one appraiser stating that

*I think there should be a requirement in every placement assessment to connect their reflection with a theory or framework learnt in class* (A8).

Overall, it was seen as

*A very necessary module for practitioners and good examples of comparisons between theory and practice* (A3).

The accompanying subject *Youth Work Principles, Practices and Interpersonal Skills* was designed to be delivered alongside the field placement as monthly three-hour seminars over the three years of the undergraduate degree with the intention of supporting the students in the Assessed Field Placements. One surprise was that appraiser A3 appears to have misunderstood that this subject is to be offered every year of the degree as reflected by their comments

*I am surprised this module is not in year 1? I feel that it should be fundamental from the very beginning* (A3).
Seen as a positive inclusion to the model, the overall comments were best stated by A9

*The development of reflective practice is linked to self-care and is a fundamental component of modern service delivery. This subject relates to everything else in the curriculum (A9).*

### 6.2.9 Appraisal of the Electives

Timetabled to be offered twice in the undergraduate degree and once in the honours year, ten elective options were put forward that students could choose from in the proposed model. It must be noted that there were ten responders for the first two questions and eight for the last one which affected the overall scores for this section (Table Eight). Of the appraisers who did provide an answer, they believed that the electives were relevant and varied enough to add to the subjects offered within the overall course. However, one responder noted that

*I reckon a more even spread of ‘styles’ of electives would help i.e. practical, historical; theoretical; sociological; to give students a sense of depth of content in youth work (A8)*

The comment that “*they are all ‘practical’ in the sense of areas that you’d like to make compulsory (e.g. mental health) but had to leave out (A8)*” was made while therapeutic care, a growing focus of practice delivery, especially within residential care in Australia, was highlighted as an area that could be added to the list.

When asked if any of the electives ought to be core subjects, the following comment was fairly typical.

*Tough call. I think the degree itself is a good grounding and you’ve had to make judgements about what is core to youth work, and then what is needed by the sector and then some nice add-ons. I know some youth workers would insist on mental health being core, but then you could also make an argument that case management be an elective. You’re balancing a whole bunch of competing concerns and I think you’ve made a pretty good judgement (A8).*

The emphasis on mental health to be included as a core subject was remarked upon by half of those who responded to this question, along with the need to include a unit on Alcohol and Other Drugs (AOD) also.

*Mental Health Issues is hugely important as I imagine the majority of young people who are recipients of students’ work would have MHI (A2).*

This was also strongly supported throughout the interviews conducted with the recent graduates, with the majority of the recent Australian HE graduates stating they would have appreciated the option of taking courses in these areas during their studies.
Because of the feedback received the Mental Health and AOD units from the electives list would be combined into one course to be offered in the first semester of second year - Working with Children and Young People Affected by Alcohol, Other Drugs and Mental Health Issues.

The other suggestion for an additional elective was Advanced Case Management (A12) which would make an excellent addition to the electives schedule for those who were interested in this area of work with children and young people. Added to the electives list in a revision of the program, the additional case management subject would be offered to students in the second and third elective blocks, after the initial case management course which is offered in the first semester of the same year.

It was also suggested by one of the appraisers to revise the title of the disability unit so that it was written in more positive language to Working with Children and Young People Affected by a Disability rather than Working with Disabled Children and Young People. This would be incorporated into an updated version of the model.

Table 6.8: Results for the Appraisal of the Electives

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>% Non-Responders/Not Relevant 0/1</th>
<th>% Somewhat Relevant 2</th>
<th>% Relevant 3</th>
<th>% Very Relevant 4</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate the electives that are offered?</td>
<td>16.66</td>
<td>0</td>
<td>16.66</td>
<td>66.66</td>
<td>3.16</td>
</tr>
<tr>
<td>Are the electives offered varied enough to add to the subjects offered within the overall course?</td>
<td>16.66</td>
<td>0</td>
<td>16.66</td>
<td>66.66</td>
<td>3.16</td>
</tr>
<tr>
<td>Should any of the electives be core courses?</td>
<td>33.33</td>
<td>8.33</td>
<td>16.66</td>
<td>41.66</td>
<td>2.16</td>
</tr>
</tbody>
</table>

The improved electives list for an updated program would therefore read as follows:

- Accommodation Options for Children and Young People
- Advanced Case Management in Community Youth Work
- The Artistic Connection – Utilising the Arts with Children and Young People
- Career Counselling in Youth Work Contexts
- The Physical and Sexual Health Status of Australia’s Children and Young People
- Working with Children and Young People Affected by Mental Health Issues
- Working with Children and Young People Affected by Disability
- Working with Children and Young People in Educational Settings
- Working within the Australian Juvenile Justice System
• Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People

6.3 OVERALL RESULTS FROM THE FINDINGS

Taking into consideration all of the appraisers’ comments, three significant changes would be made to the original model as presented in Chapter Five.

The first would be the moving of Leadership and Management within Community Youth Contexts from the undergraduate degree to second semester of the Honours year. It was suggested that this would be better placed here as it would be more appropriate for students undertaking a higher level of study than the initial degree and the researcher agrees. This would see Program Delivery in Diverse Community Youth Work Settings moved from the Honours year to first semester in the third year and allows for a continued progression of working in this area.

The addition of Advanced Case Management in Community Youth Work to the electives pool. Recommended by the appraisers, it was felt this would extend interested students who hoped to continue in this area of work. It was clearly noted that this should only be available to students from the middle of year two onwards, once they had completed the initial course.

The last two changes relate to the electives. First, Working with Disabled Children and Young People Working would be retitled Children and Young People Affected by a Disability so that it has a more positive focus. The last change would be the inclusion of Working with Children and Young People Affected by Alcohol, Other Drugs and Mental Health Issues as a core subject. This is based upon the feedback from recent graduates and the appraisers, all of whom are directly involved with the youth sector. The researcher agrees that this was an omission that required correction. Including this subject in the final program would fill the gap that was strongly identified by those who contributed to the process.
## Table 6.9: The Revised Bachelor of Arts (Community Youth Work) Curriculum Delivery Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>AQF Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1.1 History of Community Youth Work: Its Policies and Practices</td>
<td>2.2 Children and Young People in Their Cultural Contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 The Psychology of Child and Youth Development</td>
<td>2.3 Children and Young People: Working with the Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1 Communication Skills for Multicultural Contexts</td>
<td>4.2 Group Facilitation Skills for Young People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 Legal and Ethical Considerations in Community Youth Work</td>
<td>1.2 Working with Children and Young People in Diverse Settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills: A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Assessed Field Placement: 240 hours in 2 – 3 organisations for a minimum of 50 hours per placement with support classes every month: Professional development incl. CV writing, communication, site visits/mapping the sector, introduction of reflective practice etc.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Working with Children and Young People Affected by Alcohol, Other Drugs and Mental Health Issues</td>
<td>2.4 Working with Australia’s Indigenous Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Case Management in Community Youth Settings</td>
<td>2.5 Children and Young People in a Digital Age</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Design, Delivery and Evaluation of Community Youth Programs</td>
<td>3.2 Evolution of Social Policy in Community Youth Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 1</td>
<td>Elective 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills: A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Assessed Field Placement: 240 hours in 2 – 3 organisations for a minimum of 50 hours per placement with a support class every month</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings</td>
<td>1.4 International Dimensions of Community Youth Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Research and Project Management Skills (1)</td>
<td>2.6 Children and Young People: Working in Child Protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Project</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills: A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Assessed Field Placement: 300 hours in one organisation with a support class every month</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8 Hons.</td>
<td>Elective 3</td>
<td>5.4 Dissertation</td>
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<td></td>
<td></td>
<td>2.7 Working with Children and Young People from Conflict Regions: An Issues Approach</td>
<td>4.5 Leadership and Management within Community Youth Contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1 Community Youth Work Practicum: 300 hours in one organisation with a support class every month</td>
<td></td>
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</tbody>
</table>
CHAPTER SEVEN: THE CONCLUSION

The overall aim of this research study was to develop and appraise a model for youth work education for the contemporary Australian context that was informed by both historical and comparative analyses of youth work programs delivered in Australia and comparable countries, namely, Canada, New Zealand, the United Kingdom and the United States of America. A demographic and social profile of young people in Australia was constructed for the purposes of identifying the needs of Australia’s young people in 2016. On the basis of these analyses, a new model of youth work training was developed for Australia which was then appraised by a network of youth work educators and professionals drawn from around the world.

7.1 THE RESEARCH

7.1.1 The Research Methodologies

Five research objectives were divided into three preliminary objectives - historical perspective, international comparative perspective, demographic perspective – which provided the data upon which the model was fashioned, and two core objectives - developmental phase, appraisal phase – which related to the creation and appraisal of the new model. Investigated through the mixed methodologies of action research, the gathering of the necessary data and the exploration, development and appraisal of the historical, international and demographic objectives that were the basis of the main task of developing the youth work education model, were conducted. Utilising (i) document and data analysis, (ii) in-depth interviews of training providers, recent graduates and industry representatives, (iii) a survey of American youth workers and (iv) statistical analysis of census issues aided in the discovery and exploration of the data necessary to address the ‘problem’ that is the origin of the research undertaken (Patton 2002).

7.1.2 The Interview Results

Three groups were interviewed for this study: recent youth work graduates, youth work agency representatives and youth work educators from Australia, England, New Zealand and Northern Ireland. Asked if they believed youth work graduates were work-ready upon graduation all of the educational providers believed this to be the case.

Yes, our students are definitely ready to take on entry level work when they finish their course. That’s what we train them for. (RTO3)

Employers stated that experience had shown them that it took up to an average of 12 - 18 months of employment before they believed recent HE graduates were comfortable in their positions.
They come in spouting all this theory stuff but they’ve no idea what they’re doing or how to apply it. Takes about a year before I (emphasised) feel comfortable they can do it. (YWA10)

The differences between the two sets of graduates, HE and VE, were also noted. Although lacking in some areas of theory, VE graduates were seen to possess a greater practical skill base than their HE counterparts, are more comfortable and adapt more quickly to the work environment. In contrast, HE graduates were acknowledged as possessing a strong knowledge base but less likely to possess the necessary practical skills required to undertake the necessary work.

Recent graduates from both sectors in the four countries believed it took them a minimum of six months to feel comfortable in their new jobs, particularly those who had gained only an undergraduate degree.

I’ve been here eight months and I finally feel as though I know what I’m doing. But that’s only recent. In the past six weeks or so. (RG19)

HE graduates were thankful for additional training provided by their youth agencies regarding important issues, such as mental health, alcohol and other drugs and family violence. Noted as vital in helping them in their new roles, it was here they believed they learnt to practically apply the theory from their undergraduate degrees.

Thankfully I’ve done loads of PD through work including a methamphetamine workshop, learnt about challenging behaviours and the autism spectrum. I need it because 90 per cent of my clients are users and that just wasn’t in my course! (RG17)

A small group of recent graduates (Australia, England and Northern Ireland) were practitioners who had maintained their employment within the youth sector while studying. This group appreciated that they were able to test the theory of the classroom immediately against the practice reality of their work and discussed the invaluable opportunity to simultaneously improve their practice while gaining experience and having access to invaluable feedback from lecturers.

The best part was I got to test out the theory right away then discuss it the next week with the lecturers. Especially if it didn’t work! (RG15)

7.1.3 The Three Preliminary Research Questions

7.1.3.1 Question 1 – Comparison of Australian pre-service youth work training programs

Responding to the first three research questions led to a variety of learnings that would inform the creation of the new youth work model of training, beginning with research question number one - How does Australian contemporary pre-service youth work
training compare to those delivered historically since the first tertiary award program in 1977 and what learnings can be gained?

An historical analysis of youth work and the associated training in Australia over the past century mapped the progression of youth work education to the current day. Beginning in 1919, YMCA Australia was one of 200 different trades and occupational courses to respond to the Australian federal government’s call for suitable programs that were offered to returning servicemen after the First World War. Offering a three-month course in youth work education, it was a one-off.

It would be another 25 years before Australian youth workers were able to undertake formal training when, again in response to world events and a push from the National Fitness Council, the University of Melbourne, in 1944, offered a 12 month emergency program that would train local youth workers. Delivered for only four years, youth work training would have ceased altogether if not for the YMCA Sydney establishing the two-year Diploma in Youth Leadership, which moved to Melbourne in 1964 so that all of the YMCA training was located in one place. Professional discussions between the YMCA and State College of Victoria (Coburg) during the 1970s, moved this program into the formal tertiary education space and is today the basis of RMIT University’s current Bachelor of Social Science (Youth Work).

A number of additional youth work education providers appeared in Australia from the 1960s onwards, beginning with the Victorian Government which established what would become known as the Institute of Social Welfare (ISW). Lasting the better part of two decades, other youth work diplomas, undergraduate degrees and vocational options for youth work practitioners and students eventuated during the 1980s and beyond, around Australia. In 2016, there are now four universities offering undergraduate degrees, 84 VE providers of CHC40413 Certificate IV in Youth Work and 55 offering CHC50413 Diploma of Youth Work.

An examination of the current youth work programs concluded this part of the investigation, beginning with the four remaining Australian undergraduate programs (ACU, RMIT University and VU in Melbourne and ECU in Perth), each of which is of a standard three year’s duration and requiring full-time students to complete four subjects per semester for a total of 24 courses. Although emphasising a slightly different aspect of youth work, each undergraduate degree has the common goal of graduating youth workers who are able to work successfully in the field at the end of their studies.

A detailed look at RMIT University’s VE youth work programs highlighted the common elements in the two Australian VE qualifications on offer in 2016. The Certificate IV in Youth Work and the Diploma of Youth Work, both of 12 months’ duration, have 14 or 17 core competencies respectively that all students must successfully pass, and of which at least six must be assessed in the workplace. Four electives, most often chosen by the study provider, completes each program.
The associated learnings from this historical analysis can be related back to the importance of the specialised knowledge required for a profession.

Significant changes to the curriculum of Australian youth work programs have occurred since HE took over the delivery of youth work education in 1977. A change in emphasis saw programs that were theoretically orientated as opposed to a balance between practice and theory. Religious studies, a key focus of the YMCA program, were eventually replaced with subjects focused on ethics and taught by Dr. Michael Doyle (SCV Cobrg 1979).

The greatest change in the curriculum over time has been the dramatic reduction in time allocated to students to engage with the youth sector through placement opportunities. In 2016, less than ten per cent of any Australian HE program is scheduled to contain this important aspect of learning, following a steady decline in hours over the decades. The reasons for this are more often related to university administrative directives than staff notions of ‘necessary cuts’. Without the opportunity to test their theory practically, students are not able to become reflexive learners and continue the disconnect between theory and practice that worries youth organisations.

In 2016, industry feel increasingly cut off from what is occurring in regards to the education and training of its own workers in HE. Questioning what students are learning, it is a long way from where the practice started and yet Hamilton-Smith (1975:5) believed that “… many employers are in fact, allowing, by default, professional education to define jobs… both regrettable and dangerous”. Providing most of the training for the sector before it was moved to HE in 1977, they are certainly not as involved as they were previously. This is unlike Australian VE programs which MUST show documentation of industry consultation before a new program is approved by ASQA.

The final learning from this study relates to the students themselves - their selection, previous experiences and the number of graduates. That the student profile has changed significantly when youth work training moved to HE providers is not disputed. Prior to 1977, students were all practitioners, often supported by their place of employment, wanting to improve their practice. Since 1977, students are more likely to enter programs directly from high school and as such have minimal, if any, experience of the sector they are training for.

The selection process has gone from a rigorous process involving reference letters, two referees and an interview (University of Melbourne 1944a) to a selection based upon a paper documentation process without an interview for mature aged students, and a secondary student’s final year scores.

The last finding was that the HE sector has never met the predicted targets that Ewen (1981) believed necessary to meet the demands of the work. Graduating no more than 200 graduates each year, this is significantly less than the almost 5000 who qualify with either a vocational certificate or diploma (Newling 2014).
7.1.3.2 Question 2 – The International Comparison

The second research question asked **How does contemporary pre-service Australian youth work compare with what is currently delivered overseas in comparable countries and what learnings can be gained?** Comparing youth work practice and the corresponding education programs in Australia against similar programs in Canada, New Zealand, the United Kingdom and the USA informed and situated the newly developed program within a global context to ensure best practice was the end result.

Chapter Three provided an overview of topics and identified a number of significant differences between the programs and practice settings, beginning with the history of youth work education. The findings confirmed that the move of youth work education to the tertiary sector during the 1960s (Canada) and 1970s (Australia) from private providers led to a change in the student profile from practitioner to pre-vocational student. A rise in numbers coincided as more opportunities to study eventuated which has continued to the present day. Current world events, such as the GFC, are again impacting on youth work education though detrimentally as has become evident in the United Kingdom where educational offerings and work opportunities are in decline.

A comparison of the qualifications identified that undergraduate degrees are either of three-years duration, as in Australia, New Zealand, England, Northern Ireland and Wales, or four-years as in Canada, Scotland and the USA. Generally, students are expected to study four courses each semester except in Canada where students take an average of five courses per semester. This is also the only site to offer accelerated programs for those who have previous experience or a relevant and related previous study history.

New Zealand’s undergraduate degree is the only program that is delivered over three semesters in one academic year, with the last being dedicated to the practicum aspect of the undergraduate degree. Every program, except in Australia, schedules a practicum in each year of study with the result being that Australian programs dedicate less than ten per cent of their scheduled study time to this important aspect of study. All other programs timetabled between 33 – 50 per cent of a student’s undergraduate degree to working directly within the youth sector.

The overall curriculum content of each program, other than Australia, strongly reflects the local practice in the sector of each country, which can be directly attributed to strong connections with the associated youth work professions and the youth sector. The learnings gained during this chapter, again relate to the theory of professionalisation of youth work. Formal training which provides exclusive access to a unique body of knowledge and skills which is gained through a specialist tertiary education program.

The accreditation of youth work programs and the certification of youth workers is provided by professional associations in each country other than Australia. Consisting of representatives from the youth sector, their purpose is to ensure that graduates are taught
properly in programs that meet the standards set. This assures the public that the services provided by those who claim to be part of the profession of youth workers are able to undertake the work competently.

Gaining acceptance from other professionals (Bessant 2009:131, Deverell & Sharma 2000, Sercombe 2009:78), is an important aspect of professionalism. For youth work this includes acceptance by the associated governments which can be seen in their commitment to updating and maintaining youth policies. Australia and England have not updated their national youth policies with both written in 2010, this has been countered by various state and local government authorities who have created documents to address local issues and concerns. A similar practice occurs in Canada and across America. Scotland, Wales and Northern Ireland all have recently updated national policies that are designed to support their young people.

Individual case studies, located in the appendices, provided an in-depth analysis of each national context, detailing the history of youth work in each nation as well as the associated government policies, industry requirements, available qualifications and the corresponding education of youth workers. Eleven higher education youth work programs and three vocational training options from across the four nations gave an overview of the articulation/pathway possibilities, assessment, curriculum content and rationale, delivery – distance, face-to-face or Recognised Prior Learning (RPL), distinguishing and innovative features, duration of each course, level of qualification, job expectations/outcomes, number of hours dedicated to the practicum aspect of each course, selection processes, skills/competencies base for learning, staffing and the associated student cohort.

7.1.3.3 Question 3 – The demographic profile of Australia’s young people

The third research question to inform the new model asked How are the demographic and social profiles and needs of the Australian youth population changing and what implications does this have for constructing a pre-service training program? Relying heavily upon an analysis of the 2011 Australian census and comparison data for the census years of 2001 and 2006, and other global and local youth surveys, an examination of the demographic and social data related to Australia’s young people since the turn of the millennium was presented in Chapter Four.

Overall, Australia’s youth population is doing well, especially when compared with the rest of the world, with strong family relationships, good educational outcomes and strong career aspirations. Enjoying strong cultural ties with their communities, most of Australia’s youth can expect to succeed where many in the world of a similar age will not. However, a number of important issues for contemporary and future young Australians were identified from the ABS census data analysis, which in turn should inform future education and training of youth workers in Australia.
A significant shift in the CALD profile of Australia sees 25 per cent of Australians between the ages of 12 – 24 years born overseas (Hugo et al. 2014). A decline in those from European countries correlates with a rise in Asian and, more recently, African migration configurations, resulting in a change in the religious makeup and the languages spoken by Australia’s youth. The different experiences and expectations regarding their settlement and integration into Australian society is significant and must be taken into account when working with this cohort and brings new issues, such as extremist religious radicalisation, to the forefront of youth practice.

The majority of Australia’s young people believe they have good family relationships (Mission Australia 2013) with the family remaining a key component of young people’s lives although its make-up is changing over time. In 2011, 80 per cent of single households were headed by women while the number of households with two parents and children had decreased overall (ABS 2011, Australian Government 2010).

Those without this important support base are more susceptible to a variety of possibilities including homelessness, which continues to rise for this age group. Those who end up on the streets are there for a variety of reasons including family conflict, domestic violence, family breakdown, cultural conflict, sexual abuse, differing opinions including the issue of sexual preferences, mental health issues and substance abuse and usage by either the adults or young people involved (Johnson & Chamberlain 2014:124). More males are on the streets; a growth in the numbers of young women has been noted (CHP 2014, Johnson & Chamberlain 2014). Anecdotal evidence from youth agency representatives interviewed noted an increase in younger children being amongst the numbers living on the streets in 2015.

Education through schools, training colleges and universities, has become the largest government funded youth service and often the only formal social institution that the majority of people engage with in the 21st century (Grogin et al 2013). Critical to youth wellbeing, a sound educational base provides success in all future stages of life (Goldin et al. 2014). An increase in the overall numbers of young people remaining engaged with education over time is the result of successful government policies for the purpose of “Improving engagement with education and training, leading to an increase in the completion of Year 12 or equivalent” (Victorian Government 2010:3).

More than three million Australian young people aged between 15 – 24 years of age work at casual jobs in hospitality and retail while studying simultaneously towards a career, most often not related to this initial work. Providing a disposable income, young people have a degree of economic independence not previously known. Their money is most often spent on clothing (21%), food (20%), personal care (10 %) and a car (9%) (Mueller 2007, Piperjaffray 2014).

A steady rise in Australian youth unemployment figures to 20 per cent of young people unemployed in January 2015 is a major concern for social commentators (Brotherhood of St. Laurence 2015). Some of the blame has been laid at the feet of educational services because
of their inability to properly prepare young people for the rapid changes occurring in the world of work (Chappell 2004).

The physical and mental well-being of Australia’s youth continues to improve overall although one in three young people were noted as being of an unhealthy weight in 2011/12 (ADF 2014). The long-term health effects are important to note as this can lead to chronic health conditions such as diabetes mellitus, heart disease, hypertension and kidney disease in later life.

Alcohol consumption amongst teenagers is a very significant concern with excessive drinking contributing to unwanted sex amongst young people aged 15 to 24 years and the three major causes of teenage death in Australia: injury, homicide and suicide. The rates of suicide for this age group have declined by 48 per cent and yet males aged 20 - 24 years continue to be more likely to take their lives (Australian Government 2010: 4-5, Mindframe 2014).

Drug use continues to be an issue for 12 – 17 year olds with analgesics the most commonly used drug for non-medical purposes and cannabis the most commonly used illicit drug amongst this age group. Five per cent of this group admitted to using tranquillisers, cocaine, ecstasy and heroin and 20 per cent admitted to deliberately sniffing inhalants at least once (ADF 2014).

With the likelihood of each young person experiencing at least one depressive episode before they turn 18 years of age, depression and anxiety are the most prevalent mental health issues for around 30 per cent of adolescents (Grogin et al. 2013). School and study problems were cited as the primary cause as the pressure to succeed produces a real fear of failure. The overall result is a large number of young people feeling overwhelmed and struggling to cope (Mission Australia 2013).

The majority of young people surveyed by Mitchell et al. (2014) stated they were dissatisfied with the sex education provided at school, stating that it did not match their own experiences which had remained fairly consistent over time. Those choosing not to engage in sexual intercourse cited religious, cultural or parental pressure for why they had not. Of those who have engaged in sex one quarter reported that they had experienced unwanted sex of some kind; two-thirds admitted to using condoms. Teenage birth rates were higher in the lowest SES areas (ADF 2014, AIHW 2014, Mitchell et al. 2014: v-vi).

The question of sexual orientation is a major issue for young people, with those identifying as queer, transgender or inter-sex often incurring social isolation, cyberbullying, humiliation and family rejection. Cultural expectations and remote or rural geographical locations further complicates the experiences of these young people with self-harm and suicide often seen as the solution by those concerned (Robinson, Bansel, Denson, Ovenden and Davies 2014, Mitchell et al. 2014).
Easy access to the internet provided by mobile phones and other devices has impacted upon the sexual lives of young people. The normalisation of pornography in mainstream culture, especially among the young sees a continuing drop in the age of exposure to a proliferation of images and practices many adults believe to be inappropriate for the young. The concern as to what this is teaching young people about sexual interactions, women and relationships has raised some very real concerns (Bryant 2009, Flood 2016, Pho 2016).

Rising numbers related to juvenile justice sees an increase in young people interacting with the legal system, both as perpetrators and victims, although the longer young people stay out of the system after their first offence, the more likely it is they will not return (Graycar 2001:10). Crimes committed by young people tend to be those that are directed against property rather than people and are deemed to be attention-seeking, public and episodic in nature. With those aged 15-19 years four times more likely to be processed by the police than any other age group, the early implementation of various diversionary tactics has proven to reduce the likelihood of repeat contact with police and the courts in the majority of cases (AIC 2011, Graycar 2001).

A large number of risk factors have been identified as indicators and include peer rejection, academic failure and learning delays combined with teacher intolerance, reduced family connections due to poor supervision, divorce or family break-up, substance abuse, long-term parental unemployment or low income, neighbourhood violence, lack of support services and child behaviour problems (Hughes 2014).

Australian-born youth are more likely to participate in cultural and sporting activities with dancing, playing a musical instrument and various sports as the top three preferences across both genders. The impact of the ‘new’ technologies sees most young people interacting with the internet at school and at home for educational and social reasons. A family’s cultural or economic situation is more likely to stop a young person from participating in these areas of interest.

Australia’s own indigenous youth population sees an increase in those identifying as such, especially among the younger cohorts. The majority are located in the nation’s major cities, with only 37 per cent in remote parts of Australia where access to regular fresh fruit and vegetables, coupled with lower levels of physical activity recorded for those living further out from the major centres, affects a young indigenous person’s overall health (ABS 2013a, AIHW 2011).

Providing the suitable services and supports to ensure they achieve the same outcomes as their non-indigenous counterparts in the areas of education and health remains a primary focus for those working in this area. Higher statistics in regards to poor health outcomes, a higher incidence of mental health conditions and substance abuse and injuries when compared with the non-indigenous group of 15 – 24 year olds remains of concern (AIHW 2011:220). Twice as likely to leave school early there has been a significant increase in the number of indigenous youth attaining their final year of education, year 12, although the gap
in the standards overall is still wider than it should be when measured against their non-indigenous counterparts (AIHW 2011:246 - 247).

Over-represented in the crime figures, whether as perpetrator or victim, indigenous youth are 15 times more likely to be receiving juvenile justice supervision of some kind, with almost half of the youth incarcerated in Australia being indigenous. Also over-represented in the child protection system many are cared for by family member which helps to keep them out of residential care (AIHW 2011).

The chapter analysis ensured that the proposed model created was based upon the most recent and relevant facts. The identification of what is important to Australian young people’s well-being highlighted the necessary knowledge and skills that youth work graduates require in the future if they are to be effective practitioners in the modern era.

7.1.4 The Fourth Research Question

As the key research question, the fourth and final question asked **What are the aims, structure and content of an effective Australian pre-service youth work program and how would it be appraised by the sector?** The creation of a detailed pre-service model specifically designed for youth work education for Australia in the 21st century (Appendix 10) was informed by feedback obtained through interviews and focus groups of key stakeholders - industry, peak bodies and associations and recent graduates - and the data gathered for chapters two to four.

7.1.4.1 The Model

With the central aim of providing Australian youth work graduates with a qualification that imparts the necessary knowledge, skills, attitudes and behaviours required for entry level work within the community youth sector when working with clients aged between 4 – 25 years of age in a variety of community settings, the proposed model was created. The full version can be found in Appendix 10.

A three-year undergraduate degree, the qualification is conducted through a combined face-to-face class- and work-based approach over an annual 32-week period, divided into two semesters (12 weeks class time, 1-week study time and 3 weeks exam period). Detailed information concerning the recommended objectives, content, skills and assessments for each of the 20 core units, ten elective options and 780 hours of assessed vocational practice were included. The 20 core units were divided across five study focus areas: (i) The Youth Work Sector: Its History and Diversity, (ii) Children and Young People in Local and Global Contexts, (iii) Policy and Procedures for Community Youth Care, (iv) Community Youth Program Skills and (v) Vocational Preparation and Practice (780 hours: Y1 = 240 hours, Y2= 240 hours, Y3 = 300 hours), working directly within the youth sector for the purpose of consolidating the theory and practice in the ‘real’ world of the youth sector. An optional Honours fourth year for graduates was included for those who wish to pursue further study.
Students would graduate with knowledge in the areas of sociology, psychology, physical, emotional, cognitive and social development, cultural awareness, family composition and important youth issues such as alcohol, drugs, employment and career planning together with health concerns including mental health issues, which were all framed within an understanding of political, economic, religious and social contexts.

The essential knowledge and competencies, the curriculum/course structure, the amount of time required for an adequate practicum component and the delivery method/s completed the model presentation so that graduates would be both capable and competent at the end of their studies. Seven objectives set the intention of supporting graduates to demonstrate the relevant and successful application of the knowledge (the professional discourse particular to youth work and the subject matter), required skills (e.g. adaptability, reliability, organisation, planning, resilience, etc.), facilitative attitudes (e.g. common-sense, enthusiasm, initiative, integrity) and desired behaviours (e.g. customer service, problem solving, self-management, team work, time management) necessary to succeed as a youth worker.

The student’s ability to demonstrate the practical application of the qualification’s theory throughout the learning period was central to the success of the new model. Unlike anything currently on offer in Australia, it was felt that it would ensure that students graduated with the workplace skills of successful communication with both colleagues and clients, networking for client support, program creation, development and evaluation, productive research identifying trends, successes and gaps in services, focused case management and health awareness, as well as certificates in First Aid and Mental Health First Aid (Youth). This broad base of knowledge was seen to be necessary as it was determined that the workplace settings for new graduates were varied in their outcomes.

**7.1.4.2 The appraisal**

Appraised by 12 key national and overseas academics and stakeholders (Australia – 5, Canada (2), England (1), New Zealand (1), Northern Ireland (2), USA (1) the overall finding was that the new program would create work-ready youth work graduates with a good balance of theory and practice and the necessary essential knowledge and competencies required of new youth workers. All of the appraisers believed the proposed degree had a strong vocational basis which was demonstrated through the practical application of the learnt theory, which is often not the case in a HE degree, particularly in Australia. That the predominant practice framework of each country influenced the feedback provided had not been expected and was evident in the responses to particular courses, such as the legal course, an area that those in the United Kingdom have little to do with in their work with young people.

Overall, the results received an average score of three or more on a scale of one to four, with only the question pertaining to possible overlooked subjects receiving a lesser score of 2.33. With an average score of 3.16 for whether the appraisers felt the objectives were relevant for
youth work graduates, an average score of 3.75 for the model’s excellent delivery overview, and an average score of 3.75 for the logical and cohesive course progression from semester/year to year, it can be said that the model was well received.

Of the specific results of note, the two additions made to the program raised little if any discussion. Taking into consideration the anecdotal evidence provided during interviews with Australian youth agency representatives and the results of Chapter Three, the first - the increased age range expectation of clients from 10/12 -25 years to 4 – 25 years - allows youth workers in Australia to offer early and pre-intervention opportunities for young people. By providing these opportunities it is strongly believed the need for potential crisis work later in life will be greatly reduced (Open House 2015).

The second change that raised little discussion concerned the naming of the new program to include the work ‘community’ in the title. It was felt this would provide a greater focus to government policy and current practice which places the family and community as important aspects in a young person’s life. Acknowledging this formally in the program provides a greater emphasis to working with each aspect and helps to ensure children and young people achieve their most positive outcomes. It appears the appraisers agreed with both points.

Two areas of concern were raised, beginning with comment about the worth of specific courses, such as Working with Organisational and Government Structures of Community Youth Work and the associated content structure. Surprisingly, the most concern raised in the review process related to the fact that the qualification had been placed within a Bachelor of Arts award. It was strongly argued by more than half of the respondents that this detracted from the clear focus provided by the program, diluting its impact and importance, and should be changed.

Based on the feedback provided by the appraisers, changes that would be made to the presented model, if it was to be implemented, would begin with a change to the title, so that the current Bachelor of Arts (Community Youth Work) would be renamed the Bachelor of Community Youth Work.

It was recommended that Leadership and Management within Community Youth Contexts be moved to the Honours year. The justification was that it was felt to be more appropriate for students undertaking a higher level of study than the initial degree and the researcher agrees. As a result, Program Delivery in Diverse Community Youth Work Settings would be moved from the Honours year to the first semester in the third year.

All of the appraisers believed that a new core subject, Working with Children and Young People Affected by Alcohol, Other Drugs and Mental Health Issues ought to be created and offered at the beginning of second year. Previously two subjects in the electives pool, the feedback from recent graduates and the appraisers, all of whom are directly involved with the youth sector, identified this as a serious gap in the initial proposed program. The researcher agrees that this was an omission that required correction.
The addition of *Advanced Case Management in Community Youth Work* to the electives pool was strongly recommended, for the purpose of extending and supporting students interested in this area of work. It would only be available to students once they had completed the initial case study course, from the middle of year two onwards.

In an effort to provide a more positive focus to the work undertaken with disabled children and young people, *Working with Disabled Children and Young People Working* would be retitled *Children and Young People Affected by a Disability*.

### 7.2 THE FINDINGS

Various motivating factors, the first of which was an observation by the researcher concerning the differences between the Australian HE and VE youth work students’ capacity to apply their academic knowledge in the work place, led to the investigation of current and historical Australian youth work programs and their graduate requirements and outcomes. Measured against youth work programs in Canada, New Zealand, the UK and the USA, this highlighted significant changes over time and across the globe in regards to delivery, curriculum, practice focus and frameworks, as well as similarities in delivery.

The key finding was that less than ten per cent of an Australian HE youth work student’s time is dedicated to the practicum aspect of their program which contrasts significantly with their Australian VE and overseas youth work programs. Scheduling between 33 – 50 per cent of each program, students work in youth agencies to ensure that they gain the practical experiences deemed necessary for working in the field. Strong, national professional bodies located in every country other than Australia support this, bringing the youth work sector and the tertiary educational providers together to ensure that students receive sufficient exposure to the youth work sector during their formal studies. That current Australian HE youth work programs schedule less than ten per cent of their degrees to this important area of study, and American undergraduate students may do even less is a serious concern. This places greater pressure upon the educational institution to provide significant and realistic involvement with the youth sector throughout the student’s study time through sufficient WIL opportunities.

Nor do Australian youth work students require any previous youth work experience to gain entry into their associated study options. As a result, Australian students are less likely to have an understanding of what the sector involves when they enter their various programs. The moving of youth worker education to the tertiary sector during the late 1960s (Canada) and late 1970s (Australia) led to a change in the student profile which moved away from the experienced worker to the pre-vocational student who had just left high school, as well as a dramatic increase in student numbers.

Although instigated by either the government, as was the case in the United Kingdom and New Zealand, or the tertiary education sector as was the case in Australia and Canada, and to a lesser degree the USA, historical training programs were primarily delivered by private
training providers and youth agencies, such as the YMCA, to those already working within the youth sector. Relocating into the HE educational space saw a change occur in the curriculum with the original offerings of subjects such as administration/managerial skills and recreation, hobbies, camping and first aid, previously a substantial proportion of each program, being replaced with the more academic, theoretical courses of sociology, psychology and the like.

Industry feels disconnected from the programs delivered today, a far cry from when they were instrumental in providing the initial training provided to the sector. Today they question what students are taught and wonder how they can reconnect with those delivering the programs. Professional associations are helping to keep this connection alive, providing the standards necessary for graduates to achieve upon graduation.

The diverse and disparate nature of the sector in the 21st century sees a greater emphasis on the completion of paperwork and the meeting of targets for a “… focus on services for youth rather than (a) youth service” (Smith 2013: 10). An historical exploration of the evolution of youth work identified that as a practice youth work was established in response to a growing concern about the ‘problems facing young men and women’ found in the newspapers of the 19th century (Smith 2013). Recent youth studies literature, together with the content of funding applications, represents young people more often from a deficit perspective, reflecting the belief that young people require urgent help to normalise their wayward behaviour so they can eventually become effective citizens. This contrasts with the positive development practice the majority of youth workers employ in their daily practice (Belton 2009, Clark 2007, Ord 2012).

That there is no global consistency as to what a ‘youth’ is sees different age ranges encompassed by the term, varying between the ages of 4 – 35 years, depending where in the world the work occurs and who is in charge – the government, their associated departments or the private sector. The multiplicity of job titles associated with youth work, although maintaining the common element of working with young people, is accomplished in a variety of settings with fluid work hours and program outcomes. Both of these findings have major implications for the education and training of those wanting to work in the youth sector. A broader education platform would provide youth work graduates with the required knowledge and understanding of the cultural, economic and political factors which impact upon the daily lives of the young people in a youth worker’s care and the diverse communities in which they reside.

7.2.1 Contrasting the HE and VE Programs

In 2016, the focus of Australian pre-service education and training tends to be either very strongly theoretical, emphasising the sociological aspects of youth work that Australian universities shifted youth work curriculum to when they gained control from the 1970s onwards, or vocationally orientated competency-based learning.
This can be directly linked back to the major restructuring of Australia’s tertiary education sector during the late 1980s which created a division between higher and vocational education that continues 30 years on. In 1992, the introduction of a vocationally focused Training Package in Australia led to the continuing debate of whether tertiary students are capable (HE) or competent (VE).

Discussion concerning the merits and concerns surrounding Competency Based Training (CBT), the primary delivery method of Australian VE education, acknowledged the concern of its critics as to its ability to produce graduates with the necessary vocabulary of ethical insight, skills and attributes to be competent workers (Bessant 2004a, Corney 2004a, 2004b, 2007, 2009). Described as a passive supply of information from the instructors to the students (Kerks 1998, Chappell 2004, Grogan 2004, Broadbent & Corney 2008, Corney et al. 2009, Kemmis et al. 2009), its critics argue that CBT reduces the role of the teacher to that of someone following the prescribed formula of the Training Packages (Waters 2005). This was countered with the reciprocal criticism of Australian HE degrees where knowledge continues to reside primarily with the lecturer who imparts the information deemed important to the passive student in teacher-led learning that has insufficient skills development (Burke et al 2009, Daniels & Brooker 2014, McLaughlin & Mills 2009, Waters 2005).

Although CBT has been widely criticised for its primary focus being on the needs of the work space, the introduction of Work-Integrated Learning (WIL) into Australian HE courses highlights educational institutions’ awareness of their inability to provide all of the necessary experiences that represent modern learning in the 21st century. Placing a greater emphasis on undertaking authentic practice, not possible in the traditional learning spaces of old, has led to HE incorporating what has been a central premise of vocational education and practice – the utilisation of the workplace as a major centre of learning (Billet 2009, Chappell 2004, Costley 2007).

The resulting differences in the curriculum structure between HE and VE, the funding providers and compliance regulations is evident in 2016 although with differing graduate outcomes where HE graduates ‘know what’ (capable) as opposed to VE graduates who ‘know how’ (competent) by the end of their studies. This is contrary to overseas offerings where the concept of capable and competent graduates is assumed to be complementary and built into every tertiary program’s curriculum as a matter of course by higher and vocational education providers alike (Belton 2009, Emslie 2009, Gabb & Glaisher 2006, Sercombe 2007).

Highly politicised, this contrasts with what occurs elsewhere in the world where it is expected that youth work graduates will be trained and possess both of these attributes upon graduation, this is a program design reality for the programs investigated from Canada, New Zealand, the United Kingdom and the USA for this study.

The quality and selection of students entering the current undergraduate youth work programs in Australia was another major concern that triggered this study. The differing selection
processes identified between Australian HE and VE programs compared against the case study countries saw differences in the selection processes employed. The continued reliance upon the Australian Tertiary Admission Rank (ATAR) score, a practice in Australia that has not changed in over 20 years (Ministerial Review 1995) contrasts significantly with methods employed elsewhere which includes rigorous interviewing and the expectation that those applying have significant prior working experience within the sector.

7.2.2 Educational offerings in 2016

In 2016, there are three practice methods which strongly influence the educational offerings in the associated nations of this study. In the United Kingdom, formal, informal and non-formal education provides the practice focus for youth work. Used to build relationships with vulnerable young people, it contrasts with positive youth development, the main practice utilised by youth workers from Australia, New Zealand and the USA. A strengths-based approach, it moves away from seeing young people as a problem and works with the community to support the young person concerned. In Canada, the aim is to help the child or young person to form meaningful relationships within their integrated environments (home, school, youth centre, institutional setting, etc.). Known as Therapeutic Care, it is broader in its scope of practice than elsewhere in this study, actively including the family and all other key people in the lives of children and young people and leading to positive results (Whitwell 2002).

Three educational options are available to potential youth work students, each of which has its own specific qualifications associated with it. HE institutes, such as universities and polytechnics, offer students the opportunity to complete academic studies which will earn them undergraduate degrees, postgraduate coursework and research, including post-doctoral studies. VE institutes, known as Vocational Education (VE) or Technical and Further Education (TAFE) in Australia, Further Education (FE) in the United Kingdom and Community Colleges in North America, offer awards, certificates, diplomas and advanced diplomas. Private training organisations offer training opportunities in each of the five nations of this study but are particularly prolific in the USA where other educational and training offerings are extremely limited.

Based on programs delivered in the 2014 – 2014/2015 academic year offered in Australia, Canada, New Zealand, the United Kingdom and the United States of America, the curriculum content and rationale for each program investigated for this research can be divided into three categories. Starting with theoretical studies, this can be further divided into academic studies – courses designed to provide the necessary theory that the educational institution has deemed necessary for students to possess on graduation – and professional studies – courses created to support students when working in the youth sector. The second group relates to courses that are practical in nature and includes the scheduled WIL hours on a timetable. The final group are academic support studies which have been created to support new students entering tertiary education to ensure they are able to navigate the academic requirements that will be asked of them throughout their studies.
Only youth workers in the United Kingdom require a formal qualification (B. Hons) to work in the youth work sector if they wish to be considered a professional youth worker.

7.3 RECOMMENDATIONS

Based on the findings of this research, four recommendations have been made in regards to current youth work education in Australia.

The first is that Australian HE youth work undergraduate degrees increase the amount of time scheduled in their programs for the practicum aspect of their degrees to a minimum of one-third of each program during each year of study. This would ensure that Australian youth work programs are aligned with overseas educational practices and provide youth work students with greater access to the youth sector. By spending significant quality time in organisations avoids the scenario of students potentially not engaging with a young person until their last semester of study.

Next is that Australian youth work programs combine the knowledge base of HE and the practical experiences of VE, both of which are foundational to what students require upon graduation because they are ‘different and complementary’ (Gabb and Glaisher 2006). The provision of a broader education platform for youth work students would provide them with the required knowledge and understanding of the cultural, economic and political factors which impact upon the daily lives of the young people in their care, the diverse communities in which they reside and how to successfully apply that in various work settings.

A greater collaboration between academia and the youth industry would fuse the professional with the academic which, again, would strengthen all Australian HE youth work programs (Costley 2007, McLaughlin & Mills 2009, 2010).

The final recommendation relates to the quality and selection of students entering the current undergraduate youth work programs in Australia. As seen overseas and from history, there needs to be a rigorous interview alongside the Australian Tertiary Admission Rank (ATAR) score is necessary. Applicants also require a working knowledge of the youth sector which can be verified.
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Appendix One: Interview Questions for Youth Work Training Institutions

1. What courses do you offer in pre-service youth work?
2. What is their duration?
3. What is the prime method of delivery?
4. How long have you offered these?
5. What is the student cohort composition? (e.g. pre-vocational/mature?)
6. What subjects do you offer and why?
7. How much industry consultation is involved in your curriculum development?
8. What is the industry experience of the staff?
9. Have there been any significant curriculum changes over time and if so in what areas?
   What was the determining factor regarding this?
10. What proportion of the course is class-based as opposed to practical?
11. What does the practicum component of the course look like?
12. What is the process for changing the course look like? Are quick changes possible?
13. How do you ensure you the course is socially relevant to young people?
14. Has the delivery of youth work changed during your time in the sector?
15. How would you evaluate these changes?
16. Do you believe that the pre-service training has kept pace with this/these? Please explain.
17. Any further comments?
Appendix Two: Interview Questions for The Youth Work Industry

1. What is your experience in the youth industry?
2. Has the delivery of youth work changed during your time in the sector?
3. How would you evaluate these changes?
4. Do you believe that the pre-service training has kept pace with this/these? Please explain.
5. Have you ever employed any youth work graduates straight from university?
6. What was your experience of their work-readiness?
7. Does your organisation offer student work experience/placement opportunities?
8. Do you believe the pre-service youth work programs meet your industry’s needs? Do they develop the right skills and abilities for graduates to start work immediately?
9. Do you think pre-service youth work programs prepare students for their career?
10. Do you have any suggestions on how pre-service youth work programs could be improved? What would you add/remove?
11. What are emerging developments in the youth work industry and what are their implications for youth work education that you believe ought to be incorporated into pre-service training?
12. Do you think educational institutions respond quickly enough to social issues in regards to training needs in the industry?
13. Are there organisational rules about what level of qualification you can employ?
14. What proportion of your youth work team has a youth work qualification? At what level
15. Do you employ other industries (e.g. social work, community development worker?) to do a youth worker role?
16. Any further comments?
Appendix Three: Interview Questions for Recent Youth Work Graduates

1. Which educational institution/s did you attend?
2. What are your qualification/s?
3. When did you graduate?
4. Did you achieve this in the allotted time given by the educational provider?
5. What subjects did you study as part of your course?
6. Do you have any other comments about your program?
7. Do you believe that upon graduation you had the necessary skills and knowledge required to undertake this profession?
8. Are you employed in the sector?
9. Where are you employed?
10. Is this your first job in the youth work sector?
11. What is your current position and the associated duties?
12. Did you feel fully prepared when you started your first youth work employment?
13. How long did it take until you felt as though you were ready to work?
14. Once you began work did you feel as though your studies had missed anything in preparing you for your youth work job?
15. Do you have any suggestions about how your program could be improved?
16. Now that you are working, which courses/subjects do you feel were most relevant?
17. Now that you are working, which courses/subjects do you feel were least relevant?
18. Looking back, do you believe you spent the correct proportion of your studies spent between the classroom and in the field?
19. Would you add anything to your course based on your work experiences?
20. Do you plan to do any further study and if so in what and why?
21. Would you like to add any further comments?
Appendix Four: US CYC Survey:

Thank you for completing this survey. The results will go towards my PhD thesis.

1. Name (optional): ______________________________________________________
2. State: __________________________________________________________________
3. Name of employer: _____________________________________________________
4. Job Title: __________________________________________________________________
5. Brief job description: __________________________________________________________________
6. Do you hold qualification? Yes/No
7. Title of qualification? __________________________________________________________________
8. When did you graduate? __________________________________________________________________
9. Name the Federal youth policy for the USA? __________________________________________________________________
10. When was it written? __________________________________________________________________
11. What is it about? __________________________________________________________________
12. Does your State/County have youth policy and can you name it? ________________
14. Name the country/countries who have not signed it? ____________________________
15. Are you available for an interview? Yes/no

Thank you for your answers.
Jennifer Brooker
RMIT University
Appendix Five: Case Study No. One - Canada

Canada, the second largest country in the world in size, is divided into ten provinces and three territories. Although centrally governed by a federal parliament, all provinces are responsible for their own social programs such as education, health care and welfare. Residents generally speak either Canadian English or Canadian French though most are bilingual at different proficiency rates. The total population is 33 million, the majority of whom live within 150 km of the shared border with the United States. More than 1.8 million individuals identify as having at least one indigenous ancestor which includes those of First Nations and Inuit peoples.

Approximately 4.5 million people are aged between 4 and 18 years, the age range Child and Youth Care (CYC) practitioners work with in Canada. The official definition of a young person depends on the particular agency or organisation: individual provincial and territory policies relating to welfare programs for young people have ranges varying between 0 – 25 years. The federal government continues this confusion with Statistics Canada defining youth as being between 16 – 28 years of age and the Human Resources and Skills Development Canada determining it as aged between 15 – 24 years. However, it is important to note as a distinguishing factor that the definition of a young person in Canada can extend to include children, those under the age of 12, (YouthPolicy.org 2015a).

The contemporary youth work profession in Canada is one that

“… meets the developmental needs of children, youth and families within the space and time of their daily lives within an equitable, active and engaged relationship that recognises the importance of this experience.” (Stuart 2009:47)

Very different to the other countries in this research, Canadian youth workers actively include the family when undertaking their work, whether at school, in a youth centre, in an institutional setting, etc. This is a crucial element in the holistic, therapeutic care model of practice of the Child and Youth Care (CYC) Worker and Practitioner in Canada.

Although training is not necessary to work in the industry, having a formal qualification is preferred, similar to the situation in Australia and New Zealand today. A certification process based on worker competencies for the child and youth sector in Canada has recently been developed and is being implemented across the sector. An official accreditation process of all CYC qualifications is also underway.

HISTORY OF YOUTH WORK TRAINING IN CANADA

Charles and Garfat (2009) identify four pathways along which child and youth care work developed in Canada from the mid-1800s, which, although mirroring what occurred
simultaneously in the United States, were dissimilar due to the value differences of each country and their colonial histories.

Strong links to the Canadian juvenile justice services and residential institutions, often run by Christian or Jewish organisations, were established for children and young people who were deemed to be delinquents, mentally ill or were removed from their families for their own safety because of identified poverty or abuse. Coinciding with the rise of the child-savers movement - people who ‘rescued’ children from what they deemed as ‘immoral environments’ - was the emergence of residential schools for local indigenous youth for the purposes of assimilating them into mainstream society. Community-based recreational services worked predominantly with those children who today would be deemed ‘at-risk’ and were carried out by organisations such as the YMCA and Boys and Girls Clubs (Charles & Garfat 2009).

Formal youth work training was first delivered in Canada in 1957, when Lon Lawson taught the original course for CYC workers in North America, at Thistletown Hospital, Ontario. Delivered to those already working in the field, this early training focused on residential treatment even though practice did expand beyond this.

An intensive six-day course was also offered by YMCA Montreal during the 1950s. Practical in its delivery, the overall aim was to improve the skills of those delivering teen-age group programs through a training system which allowed participants to “… experiment with new attitudes and behaviour” (Hubbard 1962:1). Based upon research undertaken into group development and social sciences, Hubbard (1962:1) described the "modern training" methods utilised as having a practical emphasis that “… consists of “learning by doing” … (and) encourages participants to experiment with new attitudes and behaviour”.

In 1967, a major change in direction occurred when training shifted to the halls of George Brown College in Toronto, evolving into the first official College program. The first of numerous standardised training programs to be delivered in community colleges, the three-year diploma offered pre-service training to pro-vocational graduates who did not bring a working knowledge of the field with them to the classroom, as previous students had. Rather, these new students had little, if any, familiarity with the nature and intensity of the work involved in the youth sector. This meant that students needed to learn and work towards what they would be doing after graduation rather than beginning from a place of knowing and understanding the youth sector from practical experience. In Ontario, 19 colleges quickly developed their own diploma courses from the early 1970s onwards, which resulted in the largest integrated CYC training system in North America with other colleges across Canada quickly following suit in developing two- and three-year diplomas. (OACYC 2013, Stuart 2009).

The provision of training at Thistletown led to the creation of the Ontario Association of Child and Youth Workers (OACYW) in 1959, first known as the Thistletown Association of Child Care Workers. Renamed the Child Care Workers’ Association of Ontario (CCWAO) in
1969 due to a rapid expansion in popularity, the profession published a professional journal and held provincial and national conferences. In 1983 the CCWAO hosted the Third National CYC conference in Toronto which led to the formation of a committee dedicated to promoting a BA degree in CYC in Ontario which was finally realised in 1989 when Ryerson Polytechnical University established a Bachelor level program for Ontario (OACYW 2013). Sixty years on and students and workers have over 30 programs across Canada to choose from and these are comprised of face-to-face, online and distance education delivery options at community colleges and universities across the country (CYCCanada 2013).

Giving validation to the work being undertaken by CYC practitioners across Canada has always been deemed important and an attempt to describe what the CYC profession actually does has been ongoing in North America since the 1970s.

In 1992, the North American Child and Youth Work (NACYW) leaders established the International Leadership Coalition for Professional Child and Youth Care (ILCPCYC). Bringing together youth workers and practitioners from around the world, the intention was to create an action plan for the professional development of the field in both Canada and the United States (Charles & Garfat 2009, Curry, Schneider-Munoz & Carpenter-William 2012). Meeting again in 2003, they took the previously developed Code of Ethics, identified 87 competencies from the various courses then available around Canada and organised them into the five broad domains deemed necessary for the youth sector:

1. Professionalism
2. Cultural and human diversity
3. Applied human development
4. Relationship and communication
5. Developmental practice methods (Curry, Richardson & Pallock 2011).

In 2008, the North American Certification Project (NACP) attempted to answer the question and discovered that part of the reason for the confusion concerning the professional identity could be related back to the 207 job titles held by those in the youth field at the time. To help overcome the confusion, a common language was created along with a framework for a national certification program for professional CYC workers by the Child and Youth Care Certification Board (CYCCB) to ensure those working in the sector upheld the high standards expected of them (Curry et al 2012:6). The result is that those wishing to gain professional accreditation in Canada today must:

- Pass a prescribed test set by their provincial board
- Submit a professional reference
- Submit a portfolio which will be peer-reviewed and must include examples of the applicant’s work.
NATIONAL GOVERNMENT YOUTH POLICY

A national youth policy does not exist in Canada because each of the ten provinces and three territories are responsible for their own social welfare sector. Consequently, each has its own youth policy, similar to the situation in the United Kingdom. Major cities, such as Toronto and Vancouver, also write policies that address specific concerns and areas of priority for their youth. The difference, however, is that these documents define an age range for youth, ranging from 12 - 30 years of age, which does not include children as stipulated in the national definition. The Government of Canada is however also internally inconsistent: The Department of Justice Canada, works with those aged 15 - 29 and the Human Resources Skills Development Canada focuses on those aged 15 – 30 years.

The Toronto Youth Equity Strategy (2014), for example is for those aged 13 - 29 years of age while Vancouver’s strategy caters for 13 - 24 year olds. Ontario’s Youth Opportunities Strategy (2014), administered by the Ministry of Children and Youth Services, covers those aged 14 - 18 years of age while in the province of Alberta, the Alberta Youth Employment Strategy aims to help 15 - 24 year olds successfully transition from school to further learning and work. The province of British Columbia’s youth policy caters for 16-19 year olds. Only Quebec’s Investing in Youth, Empowering Quebec’s Future. Youth Action Strategy 2009 – 2014 (2009) addresses the specific economic, social and cultural issues that face everyone under 25 years of age (Jeffrey 2008: 23-27).

YOUTH WORKERS

Focusing on infants, children and adolescents, Canadian youth workers are known as Child and Youth Care Practitioners (as in the United States) and experience varying levels of recognition. Based upon a Therapeutic Care model, the work has moved beyond the residential, institutional, school and community-based recreational settings where Canadian youth practice began. Today practice occurs in the various sites and environments a child or young person may find themselves in, whether at school, at home, in an institution or a drop-in-centre, for example.

The Canadian Council of Child and Youth Care Association (CCCYCA) created the following definition for the Canadian context in 2008.

"Child and youth care professionals work with children, youth and families with complex needs… in a variety of settings…specialize in the development and implementation of therapeutic programs and planned environments and the utilization of daily life events to facilitate change. At the core of all effective child and youth care practices is a focus on the therapeutic relationship: the application of theory and research about human growth and development to promote the optimal physical, psycho-social, spiritual, cognitive and emotional development of young people towards a healthy and productive adulthood, and a focus on strengths and assets rather than pathology." (quoted in Stuart 2009:6)
With developmental care as the central theme, CYC workers focus upon creating emotional and social competence when dealing with their clients’ day-to-day problems, through caring. Fully aware that therapeutic care rarely occurs in an office setting, it is imperative for the worker to provide a suitable space for their clients so that the healing can occur where the person lives, learns and relates to others, during their daily lives, with their families. Building upon a client’s identified strengths, practitioners are trained to understand that problematic behaviour has helped the child to survive up until ‘this’ point in time. Acknowledged as the client’s own resiliency, although the displayed behaviours may not make sense to the worker, they are legitimate when seen through the eyes of the young person concerned. The practitioner’s role is to show understanding in regards to the identified behaviours and help the young person to create different coping skills which will mean a (hopefully) more positive behavioural response in the future. By manipulating the physical, emotional, social, subcultural and ideological elements of the young person’s associated environment/s, or milieux, the worker ensures that the location is conducive to the well-being of the child, youth or family involved (Stuart 2009:11).

Another important aspect is the understanding held by all practitioners that healing does not have a set timetable and that the best healing of anyone traumatised occurs when their emotional and developmental needs are met. Occurring any minute of any day and not only within ‘normal’ working hours, workers are actively engaged in all aspects of their work with the child, young person and family, creating an “… equitable, active and engaged relationship between two individuals” (Stuart 2009:16). Stuart (2009) notes that it is the "... recognition of the importance of this experience … that is a distinguishing feature of the field” (Stuart 2009:16).

Practitioners utilise numerous processes to achieve their work’s purpose, including the worker being able to successfully assess both the “client and program needs, designing and implementing programs and planned environments, integrating developmental, preventative and therapeutic requirements in the life space, contribution to the development of knowledge and practice, and participating in systems interventions through direct service, supervision, administration, teaching, research, consultation, and advocacy” (Mattingly, Stuart, & Vander-Ven 2012: 17). These are all influenced by the five guiding principles of:

- Inclusion
- Credibility
- Generic standards
- Reciprocity
- Ethics.
INDUSTRY REQUIREMENTS

Allowing for similarities in their approaches when working with infants, children and adolescents, residential treatment, juvenile justice, afterschool and day care were brought together under the umbrella of child and youth care. Although workers are not required to be qualified in Canada, the youth industry is increasingly choosing those who have a qualification to be staff members, a similar practice to Australia. This, coupled with the concerted effort to ensure all workers are professionally competent as set by the CYCCB, has resulted in those wishing to gain professional certification as a CYC needing to:

- Pass a prescribed exam (written for the most part, though some provinces include an oral exam as well) set by the relevant provincial board based around work scenarios designed to demonstrate the student’s grasp of making appropriate situational judgements (Curry et al 2011)
- Submit a professional reference
- Submit a portfolio which will be peer-reviewed and must include examples of the applicant’s work.

These three prescribed pieces of evidence, undertaken no less than 12 months after formal study has been completed, allows for provincial, territorial and job description differences which became apparent when the formal steps towards professional certification begin. Important because it contributes to the high standards of professional practice created in 2006 at the request of CYC educators who attended the international CYCC conference in Montreal, it is one part of the professionalisation process. Local variations have emerged in an effort to ensure that all workers are able to achieve professional status. To be eligible to undertake the certification process in the province of Alberta, for example, a CYC worker must:

- Be a member in good standing with the CYCAA
- Complete 2800 hours work in a relevant organisation, the equivalent of a one-year internship, by the time of the examination
- Have their supervisor’s endorsement
- Reach a minimum standard of educational experience in one of the following:
  - A Child Care degree, Diploma and one year’s internship of 2800 hours
  - A related degree or diploma and one year’s internship of 2800 hours
  - An unrelated degree or diploma, one year’s experience (2800 hours) and one year’s internship of 2800 hours
  - Certificates that directly relate to CYC services which, upon evaluation, meet the same standards as an unrelated degree or diploma, one year’s experience (2800 hours) and one year’s internship of 2800 hours
• No degree or diploma, a minimum of four years’ experience and the internship conditions (CYCAA 2000:21).

The three levels of certification available reflect the worker’s preparation, confidence and professional goals:

• Registered - have begun the process towards full certification and are actively working towards the examination.
• Intermediate - have completed the written exam demonstrating they hold the standard of knowledge deemed necessary to work in the CYC field
• Full Certification (e.g. Alberta) - completed the oral exam and demonstrated the ability to integrate knowledge and practice to work at a skilful standard of practice in the CYC sector (CYCAA 2000:23).

There is no set time limit in which to complete the steps from the initial call to register an intention to apply for certification through to the granting of Full Certification though one calendar year appears to be the average length of time for the total cost of $575. The payment is broken down to correlate with various stages of the application process, including $40 for every retake of the written exam.

The most daunting, labour-intensive aspect of the certification process appears to be the Self-Assessment Tool included in the CYCAA materials. Providing the guidelines for the data collection required for the Portfolio of Evidence, applicants will practically demonstrate their attitudes, skills and knowledge across the five competency areas of professionalism, cultural and human diversity, applied human development, relationship and communication and developmental practice methods. The four sections of the tool are titled:

1. Systematic Frameworks
2. Basic Care
3. Individual Interventions

When compared to the accreditation process in the United Kingdom where gaining an Hons. Degree in Youth Work is sufficient for gaining professional status and the relevant salary, it appears there is considerable onus on the Canadian applicant to prove their suitability to the post. However, the multiple pathways address all worker possibilities of study and experience and are more encompassing than any other seen in this research.

QUALIFICATIONS

There are four levels of qualification available to those who wish to undertake CYC studies in Canada:
**Diploma** – a minimum of two years study/20 single semester courses (minimum of five subjects per semester) in the foundation courses of:

- Communications and counselling
- Therapeutic activities and group work
- Family studies
- Theory which can include psychology and sociology
- Practicum/internship (750 – 1500 hours)
- General electives

**Bachelor degree** – a minimum of four years/40 single semester courses (minimum of five subjects per semester) which cover:

- Communications and counselling
- Therapeutic activities and group work
- Family studies
- Theory – which can include psychology and sociology
- Practicum/internship (750 – 1500 hours)
- Research and evaluation, which could include thesis work
- Liberal arts
- Professional electives/specialisations

**Masters** – a minimum requirement of one year’s study/ten single semester courses including:

- Research Methods
- Communications or Therapeutic Interventions
- Professional Theory
- Major Research Project or Thesis

**Doctoral Degree** – taking no less than two years to complete, students submit a dissertation that requires independent research and an oral defence of that same research with the foundation requirements of:

- Research Methods
- Professional Theory (Stuart, Modlin, Mann-Feder, Cawley-Caruso, Bellefuille, Hardy, Scott & Slavik, 2012:49-50)

Many undergraduate degrees build upon a previous level of qualification, such as Selkirk College’s two-year *Human Services Diploma: Child and Youth Care* in British Columbia. Advertised as providing "more advanced training and recognition to a certificate level" graduates can articulate into the third year of the four-year degree offered at the following British Columbia educational institutions: University of Victoria, University College of
Fraser Valley, Vancouver Island University and Douglas College, B.C. (Selkirk University 2014).

An Advanced Diploma is also available and only differs from the Diploma in that it is offered over three years rather than two. Graduates with this qualification are also eligible to enter an undergraduate degree at the third year as occurs at Humber College, Toronto.

With more than 30 CYC qualifications currently on offer across Canada, the importance of accrediting all courses has been an ongoing step towards ensuring the high standards of competency the CYC profession wishes to maintain. Determining a qualification’s accreditation profile is done against a competency document that assesses the curriculum reflection of the three areas of CYC: Ethics, Developmental Practice and Use of Self. Completed by the educational institution itself, the CYCEA has a number of documents an educational institution can use for this purpose (Stuart et al 2012).

PROVIDERS

Ontario and Quebec provinces led the way in providing CYC training in Canada with the regular provision of the first two year then three year diplomas for those wanting to gain a formal qualification in the field. First offered at George Brown College in Toronto, the first undergraduate degree was offered by Ryerson College in Toronto, in 1989. As the 21st century rolls on, despite there being more than 30 providers across the nation, as the qualification rankings rise, the opportunities to study decrease and post-graduate degrees are scarce in their offerings in comparison with the lower qualifications. Accreditation continues to gain impetus and those delivering the various diplomas, advanced diplomas, undergraduate degrees and post-graduate courses work together to provide the best training possible.

Research conducted by Stuart and Landers (2008:16) provided evidence of differences between the two educational systems on offer in Canada with College education emphasising planned intervention in their courses while Higher Education providers tend towards a greater focus on professionalism. This is supported by the term graduates of each qualification are referred by with those who gain a Diploma known as CYC workers and those who hold a degree referred to as CYC Practitioners.

Humber College Institute of Technology and Advanced Learning, Toronto

One of Canada’ largest colleges, Humber in Toronto was one of the first to offer a diploma to CYC workers during the early 1970s. Today, through the School of Social and Community Services, located at the Lakeshore Campus on the shores of Lake Ontario, the original campus of the polytechnic, Humber offers three CYC qualifications: the Advanced Diploma: Child and Youth Care (3 years), a Bachelor of Child and Youth Care (4 years) which was introduced in 2011 and graduated its first cohort in 2015, and an accelerated Advanced Diploma Program: Child and Youth Care (16 months).
To teach into any program, staff must hold at least one qualification higher than what they teach into and demonstrate significant practical experience of the youth sector. Consequently, three of the 11 staff teach into the degree program because they hold a PhD and the remainder teach into the Diploma courses. They are supported by a number of sessionals who teach specialty subjects and maintain their links in the field simultaneously.

The entry requirements for each program are similar with applicants requiring either an Ontario Secondary School Diploma (OSSD) or equivalent with year 12 English and three Grade 11 or Grade 12 courses. The difference comes when the term "mature aged student" is applied which for the Advanced Diploma means a student who is 19 years of age or older on the first day of study. Undergraduate mature-aged students are over 21, and do not hold a post-secondary qualification or an OSSD, but do hold the school units of English 4U (English, Grade 12 University preparation) and electives. All candidates for the accelerated course must hold a two-year post-secondary diploma or have successfully completed two years of a degree.

For those who have English as a dialect or a second language, meeting Humber’s English Language Proficiency Policy is mandatory and is demonstrated by proving they have undertaken at least two year’s study in English or have completed an English as a Foreign Language Test. This is particularly important as it is not unusual that English is not the first language of a candidate.

No longer interviewing candidates, selections are made by the College’s Admission’s department removing academic staff from the selection process. The exception to this concerns those entering the degree at the beginning of third year for which the Program Coordinator is asked to confirm that candidates meet the additional entry requirement of suitable qualifications. Industry experience is also noted and may help to secure a place in this cohort.

Each student cohort is a mix of pre-vocational mature aged students and current workers, with an even mix of both entering the undergraduate degree which takes in approximately 65 students each year. Those entering into the third year of the degree are predominantly from the Advanced Diploma though not directly, returning after working in the sector for a few years to update their qualifications.

Face-to-face lectures, seminars and tutorials during a normal study week with guest speakers and site visits are part of the preferred learning style. Degree students complete six courses in each of the eight semesters of the four-year course with the first two years following a fairly conventional formatting. Providing students with a “comprehensive understanding of the child and youth care development … and … current methodologies” (Humber College 2015) first semester subjects studied introduce students to courses that will set them up for the next four years including psychology, communication, legal aspects of the CYC career, intervention work and their first field placement. This takes the form of an assigned project related to advocacy and working in small groups to raise awareness on campus around child
and youth related issues. Child and youth development, family work, abuse identification and responses, treatment approaches, addictions work, community practice in indigenous settings, trauma, counselling, mental health and research methods in preparation for a thesis in the last semester of study are a selection of the topics studied in depth over the four years and leads to the professional skills development related to the role of a Child and Youth Care Worker. From second semester onwards students choose an elective from the School’s pool of choices and in the final two years students choose one of five specialty areas (youth justice and advocacy, social policy and research, approaches to care, community development, youth engagement) which will shape their final internship and thesis (Humber College 2015).

The Advanced Diploma students complete six semesters of study, beginning with six foundation courses in semester one that are similar to those offered in the undergraduate degree program. A noticeable difference is the inclusion of a course in College Reading and Writing Skills to support those entering tertiary studies. Choosing an elective to complement their studies in an area of personal interest in semesters four and five, this is put against the units the staff have timetabled around the topics of abuse, family psychology, adolescent development, interviewing, treatment philosophies, counselling, mental health and human sexuality. Importantly, two of the six subjects in semester two relate directly to creating the appropriate documentation related to the sector, a feature not seen elsewhere in this study yet identified by employers interviewed during this research as important and desirable knowledge for employees to possess.

Those in the accelerated program complete many of the same subjects delivered in the three-year Advanced Diploma program although their order of delivery is different and occasionally two similar subjects have been condensed into one due to the time consideration. Students take seven subjects in semester one and five in each of the remaining three semesters.

A heavy emphasis is placed on industry contacts in every aspect of all programs. One thousand hours of field placements, including internships where students experience concentrated and extended times in their work places, are assessed against the theory learnt in the classroom to ensure the academics are firmly embedded within the practical aspects throughout the course. Degree students attend a Field Placement Fair to help them select their first placement which occurs in the third semester. Submitting their preferences to the Field Placement Coordinator, she matches the students based on her knowledge of them and the organisations concerned. Placement opportunities for the subsequent semesters are located within a pool of possibilities which are posted online for the students to look at and choose from.

Degree students must also complete a 14-week internship of 540 hours, known as one work term, over the summer break between years three and four in addition to the Field Placements undertaken every semester of the course except semester two. More accurately termed field projects, students complete one each timetabled semester, with those in first year directly embedded into a class each semester while those in semesters three to six encourage students
to work collaboratively in small groups or individually for the purposes of building their confidence for working in the field.

Advanced Diploma students complete their 1000 hours as three internships in semesters three, five and six with the first organised for them by the teaching team, in consultation with the student, for two days per week. Students submit placement choices for the two remaining placements in third year with the final decision made by the School. Undertaken between September and December and January and April, these are for four days per week with students attending classes on Fridays for an Integrative Seminar where they work through issues and scenarios with the staff in an effort to reflect upon their practice against the theory they have learnt while in the work space.

Those in the accelerated program have similar placement arrangements to the other Diploma students but they differ in that they run for three, four and three days respectively during semesters two, three and four from January to April, May to August and September to December.

Students may organise their own placements as often occurs for those undertaken in international settings. Once negotiated with the Field Placement Coordinator it is up to the student to ensure all of the relevant paperwork is completed before beginning the placement.

Before beginning placement, all Diploma applicants must hold a valid first aid certificate and a Medical Certificate of Health proving immunisation against Hepatitis B. All students are informed they may be required to apply for a police check before beginning any field placements and pay Mandatory Bonding, depending on where they complete this vital part of the course.

In an effort to accommodate those entering the last two years of the undergraduate degree but unable to attend the normally scheduled classes due to work commitments, twilight classes beginning after 3.20 p.m. and weekend teaching blocks were created. Seen as supporting the sector, one example concerns those coming from the School Boards who have been promised an additional $20,000 in pay once they have achieved the degree. Despite the encouragement to gain further qualifications, principals appear reluctant to release staff. The twilight study option allows them the best of both worlds.

Assessment for all three programs could be deemed standard for a college. Achievement-based, students complete observational readings, quizzes, examples of work-based forms, classroom and written tasks including reports, essays, tests, exams, critical responses and reflective case studies. A heavy emphasis is placed on practically based assessments where students demonstrate their knowledge and skills through various applied methods. More predominant as their studies progress towards their conclusion, students are graded as they actively work with groups of young people on targeted projects or create posters about an aspect of the field which is judged by key people from within the industry and fellow students, for example.
Well regarded within the industry, graduates are assured they will be able to "look forward to a career in child and youth counselling, education, community development, child welfare and protection, child advocacy, youth justice, teaching, children’s mental health, community outreach and/or family counselling". Students are encouraged to apply to become members of the OACYC as well as the Ontario Association of Child and Youth Counsellors (OACYC) and the Ontario Association of Consultants, Counsellors, Psychometrics and Psychotherapists (OACCPP) upon completion of their studies (Humber College 2015).

**George Brown College of Applied Arts and Technology, Toronto**

The first tertiary institution to offer a formal Child and Youth Care qualification in Canada, the College continues to offer an *Advanced Diploma: Child and Youth Care Program* (three years) as well as an accelerated version, the *Advanced Diploma: Child and Youth Care Program* (16 months) for those who already hold a post-secondary qualification or have significant experience within the industry. Offered at the St. James campus, one of three campuses in the middle of Toronto, George Brown College is proud of its practical approach to academic studies and believes it provides students with the advantage of having access to the "living lab" of the city and study options to suit everyone.

Taking 150 students each year, the College has standard entry requirements for all of its courses:

- An Ontario Secondary School Diploma or equivalent
- Grade 12 English with a score of 65 – 70+/100
- Mature aged students are those who are 19 years of age or older.

Interviews are not conducted for any course at George Brown College. Deemed a human rights issue, a student’s academic achievements are the basis of selection with the additional evidence of 80 hours previous industry experience required for all CYC courses.

As with all programs at George Brown College, the CYC qualifications have three targeted educational standards that are expected of all post-secondary programs in the Ontario province and include general educational requirements as well as the elements of vocational standards and essential employability skills (EES). The last two are written as learning outcomes that "… represent culminating demonstrations of learning and achievement", that are interrelated and "... cannot be viewed in isolation of one another ... (as) they describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified" (George Brown College 2015).

The EES are mandated by the Ministry of Training, Colleges and Universities and are designed to help students learn specific skills, practice those skills and then evaluate them. Similar to the employability skills mapped against Australian Training Package...
qualifications, they include communication, numeracy, critical thinking and problem solving, information management and interpersonal and personal skills (George Brown College 2015).

Each member of staff, whether one of the six full-time or 15 – 20 part-time staff, has extensive industry experience to draw upon in the classroom and mirrors the wide range of topics offered during the course.

The content for both programs is organised into themes termed ‘four distinct pillars’ – resiliency, an ecological perspective, an anti-oppression human rights framework, restorative practices. Interwoven throughout the course, they give structure to the program which is resolutely "… anchored in the values of the UN Convention of the Rights of the Child and the Ontario Association of Child and Youth Counsellors’ Code of Ethics" (George Brown College 2015).

All classes are predominantly delivered face-to-face so as to encourage discourse and reflection as students learn the theory they require in the field. Similarities between the courses are clearly evident and though the differences are few they are distinct. For example, in the three-year program students study 41 courses in total, beginning in September. The first year is designed to provide students with a solid foundation of knowledge and practice for the subsequent two years of study and consists of fairly traditional subjects - according to the staff - such as Child and Youth Care Methods, Professional Issues, Working With Families, Group Dynamics, College English and Child and Adolescent Development. With a specific focus on mental health challenges interwoven throughout the course, students pick up the subject of psychopathology in the last two semesters which specifically looks at "… the various types, origins and symptoms of psychological and psychiatric disorders in children and adolescents" (George Brown College 2015). However, these are not split evenly over the six semesters with seven, seven, eight, six, seven and six courses per semester being the split for the program. Making up approximately 60 per cent of the course, the theoretical subjects are heavier in the first half of the program and are progressively replaced by professionally focused studies each year. Almost half of the final year is dedicated to practice-focused subjects. Students choose an elective to match their own personal interests in semesters one and six.

What is unusual about this course is that students are not introduced to sociology until semester five, the beginning of third year, and the legislation subject is delivered in semester three, much later than the majority of courses which would place both of these subjects in the first year, if not the first semester of study.

With a strong emphasis on translating theory into practice so that students learn how to "… move at-risk youth from risk to resilience" students spend approximately 40 per cent of their course in the field for a total of 900 hours. This high number of practicum hours, although less than the 1500 hours required of students in 2013, reflects the strong industry input into the program designed to ensure the qualification remains relevant to the sector. Students are
alerted to the need to secure a Police Vulnerable Sector Check before they can commence their compulsory work placements.

Beginning in January of each year, the accelerated program runs for 16 consecutive months, or four semesters, following the same basic principles and structures of the longer program. The timetable shows that the course begins in semester three.

Delivered over 22 courses rather than the 41 of the longer program, the order of the subjects is different with many of the same theory subjects incorporated into this program and five amalgamated bringing together courses with two portions in the other course (e.g. *Group Work with Adolescents* is an amalgamation of *Foundations of Group Work* and *Group Dynamics 1 and 2*). Again the units are not split evenly over the course; rather they are delivered as eight in semester 3 and four, seven and three in turn for the remainder of the program.

The remaining 40 per cent of the program is dedicated to the field placements which are undertaken as supervised placements in the second and third years of the longer program over two to three days per week in each of the timetabled semesters, in a variety of settings. The shorter program has two supervised field placements of 900 hours in semesters four and six for four days per week. All students must have a Police Vulnerable Sector Check before going on placement.

Assessment for both courses is traditional in that students complete written assignments, case studies, essays, tests and video responses; participate in classroom activities and 900 hours of placement. On-line testing has been added to the list of options available to staff.

In-class assessments not completed in class at the correct time can be submitted if a prior arrangement has been made. In case of an emergency, students must negotiate an alternative arrangement to submit the work with the staff and heavy penalties are clearly spelt out for work that is submitted after the due date with a 20 per cent deduction of grades for each day the work is late.

The graduate outcomes for this course are employment in a number of CYC settings, including community-based treatment programs, group homes, hospitals, schools and treatment centres. Pathway options see students eligible for a number of courses at George Brown College, including Social Service Worker, Behavioural Science Technology and Community Worker Program. For those who wish to further their studies in CYC, graduates can apply for advanced standing at Humber College or Ryerson University, entering each program at the beginning of third year.

A third graduate outcome is the entitlement to apply for membership with the OACYC which provides them with professional status in the province.
Appendix Six: Case Study No. Two - New Zealand/Aotearoa

The beginnings of educationally delivered youth work training in New Zealand/Aotearoa are very recent when compared with the other countries of this study and yet has numerous similarities when placed alongside Australia, Canada, the United Kingdom and the USA.

Hanna (1995) notes that youth work in New Zealand began with a predominant focus on outdoor camps and recreational programs for Pakeha (white) youth who were not deemed to be ‘at risk’. First delivered by Christian-based organisations such as the YMCA, the Boys’ and Girls’ Brigades and the Scouts (as elsewhere in the world), youth work programs remain an important aspect of reaching those aged between 12 – 25 years of age by whatever means are most effective. It is actively supported by the Government.

One of the notable differences between New Zealand, Australia and the United Kingdom is New Zealand’s acknowledgment of its bi-cultural status with the dual languages of English and Maori prominent. Located in the South Pacific, New Zealand keenly supports its Polynesian neighbours including the Cook Islands, Fiji, Samoa, and Tonga, especially as these South Pacific Islanders make up 6.2 per cent of its population count. Of the remaining 94.0 per cent of the population, 69 per cent are of European descent, 14.6 per cent are indigenous Maori and 9.2 per cent are Asian. This awareness helps to shape all policies and work created to support the small nation of 4.5 million of whom almost 900,000 are aged under 15 years and another 936,000 who are aged between 15-29 (Statistics New Zealand 2013).

HISTORY OF YOUTH WORK TRAINING IN NEW ZEALAND

Although youth work was evident in New Zealand during the 19th century, the first mention of training for youth workers appears during the 1970s with the delivery of the YMCA’s Diploma in Youth and Community Work. As in Australia, although youth work historically was based on its Commonwealth connections, youth work training was first provided under the umbrella of the American YMCA recreationally based programs delivered at Springfield College in Massachusetts (Hanna 1995). Little evidence of its delivery exists today and the issue requires further research.

During the 1970s and 1980s a focus on Maori gangs, the growing levels of youth unemployment and the high mortality rate for 15-24 year olds caused grave concern at both the political and social levels of society (Hanna 1995, Youthlines Charitable Trust 2007). In 1981, the Comber Report described the state of gangs in New Zealand as a major issue requiring urgent attention (Hanna 1995). As a result, government funding for the Diploma course was withdrawn and used to establish the Auckland School of Social Work at the Auckland College of Education in 1982. Youth workers were expected to undertake their training at the College and strong links to social work have continued into the 21st century (Hanna 1995, Martin 2006). A year later, the New Zealand Social Work Training Council ‘recommended that youth workers be able to determine their own training needs’ (Martin
2006: 90) which led to the creation of the Youth Work Training Scheme in 1985. Government money was granted to newly created regional networks across the country with the intention of providing training to youth workers. The varying degrees of success that have been documented would suggest this was not as successful as it had been hoped (Hanna 1995).

A review of youth work training in 1996 at the national government level identified the need for specific youth work training that would meet the different types of education required (Ministry of Youth Development 2006). As a result, training was to become more coordinated and monitored as youth workers tended to be ‘qualified by life’ and consequently did not necessarily possess the professional skills now deemed essential for their role (Hanna 1995, NYWNA 2011: 10).

The creation of the National Certificates in Youth Work at Levels 3 and 4, and the National Diploma (Level 6) in 1995 allowed youth workers to take on nationally accredited training. Regulated by the New Zealand Qualification Authority (NZQA), all of the qualifications were developed by national industry representatives (NZQA 2012) and have been offered by various public and private institutions around the nation for the past 20 years. Youth work training today is nationally endorsed and ensures that workers have the recognised skills and knowledge deemed necessary for the profession by employers.

A nationally accredited, competency-based degree at Level 7 was produced for introduction in 2011 in Wellington, after three years of intensive writing and development. Written at the same time as the Social Work equivalent, it has led some to believe that it is not as strong in its youth work focus as it could be, although it was instigated and written by the youth work industry for the sector. A last minute repeal of the Education Act meant that the degree was achievement-based rather than the intended competency focus.

Led by Careerforce, which is the Industry Training Organisation (ITO) responsible for youth work and other qualifications in New Zealand, regular reviews continue in close consultation with the youth sector to ensure that the standards of training meet the industry’s needs and requirements. The latest redevelopment of all Level 3 to 6 youth work qualifications was begun in July 2013 and, after a year-long process of rewriting, the Level 3 and 4 Certificates were sent to NZQA for validation in June, 2014. Approved in November of the same year, both qualifications were published in February 2015.

Development of the Level 6 Diploma and a possible Level 5 qualification for direct accreditation into the first year of the degree were put on hold in February 2014 because Ara Taiohi, the recognised peak body for the youth work sector, were investigating professionalisation of the sector. To ensure what is created matched the youth industry’s requirements, Careerforce released the following, stating that “… it is appropriate for us (Careerforce) to delay further development on these until we have a clear picture of what the sector agrees to in this regard. It would even be remiss of Careerforce to push on with development of Level 5 and 6 qualifications that ultimately may not be aligned to a
professional framework that is agreed by the sector” (Careerforce 2014). Work has since begun on the development of a Level 5 Diploma which will supersede the current Level 6 Diploma (Careerforce 2014).

**NATIONAL GOVERNMENT YOUTH POLICY**

In New Zealand, the national government department dedicated to the well-being of all young people aged 12 – 25 years is the Ministry for Youth Development (MYD). Formerly the Ministry for Youth Affairs, it promotes the *Youth Development Strategy Aotearoa* (YDSA), a positive youth development framework that upholds strengths over deficits for young people. Reflective of Maori youth development practices (NYWNA 2011), it was introduced in 2002 and promoted as "...growing and developing the skills and attitudes young people need to take part in society, now and in the future" (MYD 2013).

By providing integrated holistic services from a strengths-based approach, the focus has moved away from seeing young people as a problem. Rather they are actively encouraged to be part of the solution, reaching their full potential as they gain:

- A "sense of contributing something of value to society
- A feeling of connectedness to others and society
- A belief that they have choices about their future
- A feeling of being positive and comfortable with their identity" (Gootman 2003, MYD 2013).

This is achieved by utilising the three key elements of the strategy: (i) helping young people develop quality relationships, (ii) connecting them and youth development to community activities and (iii) charismatic leaders who, with community organisations, are committed to youth development (Gootman 2003).

Consisting of six principles, the YDSA promotes:

1. Acknowledging all aspects that go towards creating the 'big picture' of life, including a person’s values, beliefs, the social, cultural and economic contexts and the trends encountered locally, nationally and internationally.
2. The importance of positive societal connections at all levels, especially with the family/whānau and the community
3. A consistent strengths-based approach that builds on a young person’s capacity to resist risk factors and enhance the protective factors in their lives.

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16 On 24 November 2015, New Zealand’s Youth Minister, Nikki Kaye, announced changes for the Ministry of Youth Development (MYD) which will see it relocated within the Ministry of Social Development (MSD) in an effort to save a significant portion of the annual $2.9 million spent on operations each year. Coming into effect as of April 2016, MYD’s exact function in this new era is lost in government rhetoric although the Minister assures all that they will still perform some function in regards to better recognising the country’s contribution and participation in community activities (Kaye 2015).
4. The value of quality relationships
5. Participating fully to ensure young people have greater control over what happens to them in their lives
6. Good information based on effective research, evaluation, information gathering and sharing (MYD 2013, NYWNA 2011).

**YOUTH WORKERS**

Today, youth work in New Zealand is defined as:

“…the development of a relationship between a youth worker and a young person through: connecting with young people: where young people are empowered, including the choice to engage for as long as agreed: and that supports their holistic, positive development as rangatahi17 that contribute to themselves, their whanau18, community and world” (NYWNA 2011: 16).

An integral part of ensuring the YDSA is achieved, youth workers work with those under 25 years and their families. Employed under a variety of titles including Rangatahi (youth) development worker, youth facilitator/leader/advocate/pastor/minister or support worker they are located in comparable organisations and perform similar tasks as youth workers in Australia - program delivery and evaluation, the training and managing of staff and volunteers, budgets, writing reports and funding applications, providing information to young people and linking them to services (Careers NZ 2015). Unlike Australia the New Zealand government acknowledges that many youth workers in are likely to work with spiritual/religious-based organisations with 28 per cent of paid youth workers and 60 per cent of volunteers identifying this as their primary place of employment (Martin 2012:28). In Australia this is not specifically noted anywhere. Rather it is one of many options available to youth workers as a place of employment.

The government website, Careers NZ, covers all aspects of a career in youth work from anticipated wages (NZD29k – NZD50k), employment prospects (good), training (Levels 3 – 7) and the attributes and skills required which includes the ability to work effectively and creatively with young people, a knowledge of youth culture and associated techniques, practices, information and resources that are useful for working with young people, as well as an understanding of the communities they will live in. Deemed necessary by the national Government, these are coupled with the knowledge of physical and mental health issues relevant to youth and the laws and government policies that affect New Zealand’s youth (Careers NZ 2015).

It is assumed that youth workers are good leaders and communicators who are well organised and can solve problems with energy, enthusiasm and a sense of humour. Honest, ethical and

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17 Youth Work Development Worker
18 Family
impartial, they must be able to work under pressure, remain calm in an emergency and react appropriately to any given situation for a wide range of cultures. Previous experience, whether volunteering, teaching, counselling, social work, community work, church work, working within an iwi/Maori community or social service, or coaching young people in sport, are all seen as acceptable pathways into the youth sector and beneficial for those wanting to study for this career path (Careers NZ 2015).

There has been significant growth in the number undertaking the role with 2,107 employed as youth workers in 2014, compared with 1,736 in 2010. However, the Careers NZ website also notes that many do not see this as a long-term employment prospect even though there has been a broadening of the role within organisations and more positions have been created (Careers NZ 2015).

Although the YDSA is the official government framework for youth work in New Zealand, the sector acknowledges that it works with three other comparable philosophies. Similar to each other, they encompass and echo the positive youth development and community aspects of the YDSA, namely (i) Circle of Courage, (ii) the teachings of Urie Bronfenbrenner and (iii) Te Whare Tapa Wha (The Four Walls).

The Circle of Courage is an integration of the best of Western education, positive youth development research and the traditional child-rearing values of the Lakota people of North America, where the whole village is responsible for its young people. Put forward in 1990 and successfully piloted in South Africa during the administration of Nelson Mandela, it is a model of youth empowerment which the majority of New Zealand youth workers utilise in their daily jobs when working with troubled youth (Barnard 2013, Martin 2013, Reclaiming.com 2013).

The four developmental values of belonging, mastering skills, independence and generosity, are depicted as quadrants on a medicine wheel, dependent upon each other yet necessary for the creation of a healthy young person. If one quadrant is missing or damaged, then behavioural problems can and are expected so helping young people to find positive behavioural interventions that will enable them to overcome negative responses to their circumstances is important. Workers are taught the utilisation of the three-fold healing process: connecting to provide support, clarifying challenges and problems and restoring harmony - through the associated Response Ability Pathways (RAP) (Brendtro 2013, Martin & Martin 2012, Reclaiming.com 2013). Interviews with one training provider noted this as the unofficial youth work framework for New Zealand and it is a rare youth worker in New Zealand who has not completed this training.

The second framework identified by industry and training providers is based on the work of the Russian-born American psychologist Urie Bronfenbrenner (1917 – 2005) whose ecological approach to human development states that interpersonal relationships do not occur in a vacuum but rather as the culmination of the cultural, political, social and economic forces that impact our everyday lives. Thus, a set of stable relationships with trusted adults
who believe in the young person and are expected to contribute to that relationship is very important and needs to be created and cultivated for successful personal development (Ceci 2006, Martin 2002, Martin & Martin 2012).

New Zealand youth work has always focused on the family and school environment as well as cultural, neighbourhood and geographical communities, with peers acknowledged as part of each setting (Martin 2002). The first section of the New Zealand Code of Ethics, entitled Whanaungatanga. Quality Relationships’, discusses how "essential (these are) to a young person’s development and it is in this context that youth work exists" (NYWNA 2011: 25).

Martin (2013) talks about the difference between ‘cure’ and ‘care’, basing this notion on the work of the pastoral theologian Henri Nouwen (1932 – 1996) who defines cure as a clinical process that begins with the diagnosis of a problem which then leads to an intervention. Care, on the other hand, he defines as connecting and being present for those in need even though you may not have a solution (Martin 2012: 9). Martin talks about how both notions are necessary in youth work and yet often it is ‘cure’ that is funded and applied, as it is in social work and ‘care’ is not acknowledged or delivered.

One major difference to youth work in Australia is the identification and provision of specifically working with the Māori culture. Australia sees itself as a multicultural society and it is not necessary to have knowledge of any culturally specific community. New Zealand acknowledges it is a bi-cultural country through its laws and policies with all Government documents printed in both English and Māori. All youth work training includes compulsory cultural units, and an understanding of the importance of the Treaty of Waitangi, signed in 1840, and its impact on New Zealand’s history and her people. Youth workers employed within the Māori community must also have a working knowledge of the language and culture before they are permitted to begin their work within that community.

In acknowledgement of this, Te Whare Tapa Wha, the Māori health model developed by Dr Mason Durie in 1982, is a cornerstone for health and youth work in New Zealand. Similar to the Circle of Courage model, it is a traditional, cultural model commonly known as ‘The Four Walls’ and drawn as a wahrehui, or traditional meeting house. A person’s health, like the sides/walls and corners of a house, must be strong and lay on solid foundations if it is to remain standing and supportive. Psychological/mental, spiritual, physical and family/kinship health are the cornerstones and when these are out of alignment, disharmony occurs and must be corrected (New Zealand Ministry of Health 2015).

**INDUSTRY REQUIREMENTS**

Whether working full time, part time or on a voluntary basis, the majority of youth workers in New Zealand, as in Australia, work long, irregular hours, in both indoor and outdoor settings, the latter often incorporating camping or sporting activities. Similar to Australia, there are no specific entry requirements for employment into the sector although most
employers prefer to employ someone with one of the four relevant youth work qualifications on offer:

- New Zealand Certificate in Youth Work (Level 3)
- New Zealand Certificate in Youth Work Training (Level 4)
- New Zealand Diploma in Youth Work (Level 6)
- Bachelor of Youth Development (Level 7) (Careers NZ 2015).

Taken over the duration of 8, 14, 24 and 36 months respectively, they can be completed as stand-alone courses or in any progressive combination, similar to Australia. All graduates must hold a current first aid certificate and undergo a successful police check before they can begin employment.

A Level 5 Diploma will be developed in the near future. Believed to suit the youth sector’s needs better than the current Level 6 Diploma on offer, it is seen as a more natural progression from the Level 4 Certificate and would be the equivalent of the first year of the degree, providing a more seamless pathway into tertiary study. Although the consultation process has been completed, a date for its release had not been provided at the time of writing (Careerforce 2015).

Unlike Australia each qualification level is approved by the central government. However, similar to Australia the first three courses offered are competency-based, made up of ‘elements’, the specific outcomes or activities that can be individually demonstrated, which are then further broken down into the specifics of performance criteria.

In New Zealand, students are given every encouragement to study, including financial support. The Student Allowance is a weekly payment starting from $210.13 after tax, to full-time, single students without dependents who are over 18 and eligible citizens undertaking an undergraduate course. To help with living expenses it is not paid back, unlike the Student Loans, which are available to help with the payment of fees, course-related costs of up to $1000 each year of study and $176.86 per week for living costs for the equivalent of seven to eight years of full-time study (Ministry of Social Development 2015).

QUALIFICATIONS

All youth work qualifications in New Zealand deliver the industry desired knowledge and skills deemed appropriate and necessary to become a youth worker in New Zealand at that level of study.

New Zealand Certificate in Youth Work (Level 3)

A foundation course for those new to the youth sector or who are already working and wanting recognition of their skills, the latest reiteration (2015) is delivered over eight months.
Nine standards, or competencies, must be successfully passed for a student to be deemed competent, of which the following eight are compulsory:

- **16856** Describe group work and leadership in youth work in the youth development sector
- **16850** Work with a young person as a youth worker in the youth development sector
- **22256** Describe the principles, aims and goals of the Youth Development Strategy Aotearoa
- **22257** Profile Youth in Aotearoa
- **28522** Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting
- **23389** Describe knowledge of risk management planning in a health or wellbeing setting
- **16857** Help plan, deliver, implement and evaluate a youth development project in the youth development sector.

Students must also choose one of the following two culturally relevant electives:

- **23093** Describe the relevance and application of the principles of the Treaty of Waitangi in the workplace
- **28543** Describe culturally safe Maori operating principles and values and their application in a health or wellbeing setting (Careerforce 2015).

Students have two study options - a private provider or online study through the Careerforce website. Drawing upon their work experiences and the associated tasks related to working with young people, students complete the completed downloaded workbooks. A senior worker at the student’s place of employment must verify that the student has completed all of the tasks competently in relation to each of the program’s three sections that the youth industry has deemed as suitable for this entry level qualification:

1. Culture and Ethics – appropriate cultural and ethical practice
2. Connecting with young people – developing the relevant skills
3. Youth work project – applying the knowledge and skills (Careerforce 2015).

An entry point for the Level 4 certificate, the graduate profile correlates with the qualification’s two anticipated outcomes:

1. Support young people using a youth development approach
2. Contribute to youth development projects
New Zealand Certificate in Youth Work (Level 4)

Approved in November 2014, the latest iteration of the Level 4 qualification is for those who also wish to further their employment prospects in the youth sector by enhancing their knowledge and skills.

Delivered over 14 months of full-time study through face-to-face delivery by private training organisations and online by Careerforce, the new iteration remains divided into four categories that have been renamed:

- Culture and ethics – working with cultural and ethical sensitivity
- Developing potential – through intentional relationships with young people
- Working with young people – applying the appropriate knowledge and skills required when working with young people to complete a project
- Self-care – maintaining own health and wellbeing (Careerforce 2015).

Scaled back from 24 to 11 compulsory standards, the latest version is deemed to be more focused and educationally appropriate for a Level 4 worker and includes the following units:

- 16862 Demonstrate knowledge of safety management in the youth development sector
- 28539 Establish and maintain a safe environment for young people in the youth development sector
- 16853 Demonstrate and apply knowledge of kawa and tikanga of tangata whenua in the youth development sector
- 28558 Explain the impact of colonisation on health and wellbeing for tangata whenua in Aotearoa New Zealand
- 22253 Profile a community of relevance in the youth development sector
- 28556 Plan, develop, implement, and evaluate a youth development project in the youth development sector
- 28538 Establish and maintain a relationship to support a young person in the youth development sector
- 28540 Lead group activities with young people in the youth development sector
- 28541 Mentor and support young people to identify goals and develop action plans in the youth development sector
- 22250 Describe professional supervision for youth workers in the youth development sector
- 28537 Develop and implement a self-care plan as a youth worker in the youth development sector.

The graduate profile for this qualification states that workers will be able to:

- Create and maintain a safe work environment for young people
- Uphold and honour the history of the Māori as tangata whenua in their practice
• Lead youth development projects
• Mentor and support young people to recognise and develop their potential
• Reflect on their practice and attend to self-care needs (Careerforce 2015).

The National Diploma in Youth Work (Level 6)

Now in its fifth iteration, the Diploma is seen as the professional youth worker qualification for New Zealand and will be replaced by a Level 5 Diploma in the near future (Careerforce 2015). To gain the current qualification, students must attain 11 compulsory standards which are divided into two areas of study - Professional Development of Social Service Workers and Youth Work - and two electives. Taking two years to complete, students must also complete 400 hours of practicum in either two field placements in two different agencies or two different settings within the same agency (NZQA 2012).

Graduates must be able to work autonomously, demonstrate specialised technical and theoretical knowledge, and analyse and generate solutions to familiar and unfamiliar problems while selecting and applying a range of standard and non-standard processes. Managing their own learning and performance is also deemed as necessary skills for diploma graduates who will also take on leadership responsibility (Careers NZ 2013).

Bachelor of Youth Development (Level 7)

A three-year, full time, undergraduate degree developed by the Wellington Institute of Technology (WelTec) in conjunction with the Social Services Industry Training Organisation (SSITO), the qualification was created in response to an identified skills shortage and an inadequate number of appropriately qualified workers within the sector.

Each year of the course equates to a separate level of qualification that will include the soon to be created Level 5 Diploma matching the first year’s foundational studies in knowledge, skills and values. Level 6, delivered in the second year, integrates theory and practice while the final year is deemed to be the equivalent of level 7 and emphasises the reflective practitioner. A practicum block is timetabled in the last trimester of each year (November – February) which is in addition to the 12 - 14 hours per week students must participate in.

This qualification will be discussed further in the next section, Providers.

PROVIDERS

There are nine youth work training providers throughout New Zealand: five tertiary education institutions, one Christian, faith-based and three private providers. Four deliver the Certificate 3 course, six the Certificate 4 course, three the diploma and one the degree.
Youth Cultures and Community Trust (Praxis)

Formerly, and more commonly, known as Praxis, this not-for-profit network of Christian practitioners first delivered the *Certificate 4 in Youth Work* and a Level 5 Diploma in 2000. Offering courses in Auckland and Wellington on the North Island, and Christchurch/Dunedin in the South, they have been preparing graduates to work within their own communities whether at their local church, mission organisation, or local, national or international community groups, seeing their work as a ‘natural outworking’ of their faith.

In 2009 it was decided to offer the Diploma Level 6, and the Diploma Level 5 was rewritten accordingly, allowing the company to gain and maintain NZQA accreditation though it was not a speedy process. The company also offers the Australian *Certificate IV of Youth Work* and *Diploma in Youth Work* in the Australian states of Victoria, New South Wales and Queensland in conjunction with a Queensland Registered Training Organisation (RTO).

All applicants must be over 18 years of age, have successfully completed a police check, provided two referees and attended an interview with two staff members and a representative from the agency the student hopes to work for. Often held in an informal setting, such as a café, the interview lasts for approximately 30 minutes and follows a set of questions designed to provide the staff with insight into the potential student’s suitability for the course. Becoming tighter over the years, it includes a rigorous character reference checking process.

A student’s academic readiness is established by checking their National Student Number (NSN) for their record of learning to ensure they are academically capable for the level of study they wish to enter. Those wishing to undertake the Diploma must also provide the contact details of the person from the agency they intend to work with during their studies, as well as having at least two years’ experience in the field, either as a paid or volunteer worker.

A similar formatting, assessing and delivery model means that the *Certificate in Youth Work (Level 4)* is delivered concurrently with the first year of the *Diploma in Youth and Community Studies (Level 6)* course; however, different work outcomes and assessment tasks are expected of the respective students. It is possible for students to start the Certificate and progress directly into the Diploma with four students on average choosing to do so each year.

Both courses are delivered over 1200 hours each year including Response Abilities Pathways (RAP) training, an application of the Circle of Courage model of positive youth development in *Reclaiming Youth at Risk* (2009), in the first year. Eight themed modules incorporate the national unit standards and the additional faith units unique to the Praxis program that students must pass: *Youth Work Practice*, *Leadership and Management*, *Bicultural Practice*, *Activity Based Learning*, *Reflective Practice*, *Connecting for Change*, *Youth Health and Identity* and *Faith Journey*. These are delivered through ten different processes:

- Lectures and group discussions 225
- Process Group Time 55
Delivered with the intention of ensuring that students are not required to relocate from either their homes or employment while they study, students attend blocks of 8, 8, 5, 5 and 2 days study respectively throughout the year. Blocks one, two and four contain a marae stay, emphasising the course’s commitment to and strong emphasis on the Māori culture. Students also participate in six cluster groups in each of the four terms to reinforce what they have learnt during the block teaching times with regional students are encouraged to attend as many clusters as possible and to skype regularly with their tutors. Ten to 14 hours each week is dedicated to placement.

Each member of staff continues to be engaged in Youth, Community Ministry and/or similar fields, whether locally or overseas, providing a practitioner-focused delivery which the organisation sees as important for keeping the content relevant and up-to-date with what is occurring within the youth sector.

Assessment is standardised for both courses and delivered through a variety of methods, including assignments, workbooks, presentations, practical observation, group assignments, journaling, supervision and a one-on-one interview. The variety of tasks allows all students the opportunity to pass to the best of their ability. Few are set for the first term of either course, allowing students to focus on their learning. A major piece of assessment is conducted in the second term: an individual presentation, it involves significant research and time management that builds upon all of the students’ studies to date. Students are required to pass the specific Praxis courses about spirituality in addition to those in the national qualification.

Graduates of the Certificate program are able to work under supervision, safely and ethically in a number of settings including church youth groups, schools, camps and parts of the social service sector. They can organise a program, manage a group of young people and react appropriately if there is a crisis.

Diploma graduates are professionally qualified youth workers who are able to reflect on their own practice. Equipped to work in a variety of settings and discuss various aspects of youth work and young people it is expected that they will also have an understanding about youth work historically, the law, safety management and agency structures.
Wellington Institute of Technology (WelTec): Bachelor of Youth Development (Level 7)

Graduating its first cohort in the middle of 2014, the Bachelor in Youth Development (BYD) at Wellington Institute of Technology (WelTec) has changed dramatically since its inception, according to the Programme Manager. Written in conjunction with the youth sector over three years, New Zealand Qualification Authority (NZQA) accreditation to deliver the course was given in June 2011. A start date of August 2011 meant there were less than three months to action the program, secure staff and students and bring together all of the necessary resources.

As the sole undergraduate qualification in New Zealand and offered at two of its campuses in Wellington and Auckland, both on the North Island, the program provides graduates with the “skills and knowledge employers need most” (WelTec 2013). Created with the intention of supporting the growth of competent practitioners able to work within the YDSA, the program prepares students to utilise their knowledge and understanding under supervision while performing tasks within established organisational policies, procedures and protocols (WelTec 2011).

Available from September each year, candidates begin the application process by completing the Online Enrolment Form, the Supplementary Application Form and the Consent to Disclosure of Information Form. All applicants, whether school leavers or mature aged, must also provide a CV, two references, evidence of working with young people and satisfy four standard entry requirements:

- Academic National Certificate Educational Achievement (NCEA) Level 3 including three subjects of 14 credits each, a minimum of 10 literacy credits (5 credits each in reading and writing at Level 2 or higher) and 10 credits in numeracy at Level 1 or above, OR a Level 4, 5 or 6 qualification in a related field, or personal, practical, professional OR educational experience of an appropriate kind
- English Language: an IELTS (academic) 6 with a minimum score of 5.5 in reading and writing achieved in New Zealand or at an institution where English is used for both instruction and assessment
- A police check each year they are enrolled in the program
- Attend a 30-minute selection interview with the Work Placement Coordinator and an academic/representative for the Programme Manager, who will ask a series of questions designed to gauge the candidate’s suitability once all other requirements have been verified (WelTec 2011).

Preference is given to those who hold either the New Zealand Certificate in Youth Work (Level 4) or the National Diploma in Youth Work (Level 6) with the latter students eligible for the cross crediting of seven courses, leading to fewer timetabled courses in the first and second years of study (see Annex Three) (WelTec 2011).
Keeping in mind this is the only undergraduate youth work program available to students from all over New Zealand, the fact that the majority of students are most often unable to relocate for the three years of study led to timetabling issues. Utilising block teaching, 36 hours of face-to-face delivery per subject are delivered over three trimesters (March – June: 17 weeks, July – November: 17 weeks, November – February: 16 weeks). Coupled with online blended delivery, students attend classes in the first two trimesters; the third trimester is dedicated to placement.

As an applied qualification, the practicum component is a very important aspect of the degree and students are required to complete, on average, 12-14 hours per week for 34 weeks over three years as well as two supervised, work placements within the program for more than 1200 hours in total. Often conducted in a place of regular employment or engagement, one block placement must occur at a different agency and in a different field of practice.

Taught by six dedicated WelTec staff, all of whom bring significant experience from the sector and teaching to their roles (WelTec 2015), first year subjects focus on foundational skills including Honouring Te Tiriti o Waitangi, Understanding Youth Development, Understanding Youth Culture and Identity, Building Intentional Relationships, Managing Information, Promoting Family, Whānau and Community Cohesion, Assessing and Managing Risk and Entering Professional Practice.

Second year subjects are written around the integration of skills and knowledge in the workplace: Working with Teams, Working with Groups, Designing Positive Youth Development Initiatives, Developing Positive Youth Development Initiatives, Supporting Youth Participation, Evaluating Youth Development Practice, Specialist Practice and Developing Professional Practice.

Third year subjects centre around students becoming reflective practitioners with Research Enquiry and Becoming Professional taught simultaneously over the first two trimesters, while Managing Crisis and Critical Practice are timetabled for the beginning of the first trimester and the remaining two standards, Working in Organisations and Sustaining Youth and Social Development, are the last two standards taught in the course in trimester two (WelTec 2011). The heavy emphasis in the third year on research, analysis and evaluation comes from the observation that the sector needs to be able to conduct its own research and little of this has occurred since a Ministerial review in 2006 (Beals 2006). By training the newest professionals to do this as part of their every day job, it is hoped this will become a natural progression and fill this evident gap in the industry.

Students are supported by an on-line tutor throughout their studies and cannot progress beyond the first year until all Level 5 courses have been successfully passed or the Head of School provides dispensation.

Group work, case studies, multimedia and experiential learning, coupled with observational visits and the supervised and assessed practicum/work placements are advertised as some of
the methods used to assess students. Originally intended to be a competency-based degree, a last minute repeal of the Education Act meant this did not occur. This most affected the grading process and saw all assessments, which had been written with competency in mind, graded twice, first for the relevant subject and second as part of the intended competency-based portfolio.

The issue of double grading assessments created unnecessary stress for the staff. It is now part of the review process, similar to what occurs in the United Kingdom, where external auditors and/or examiners come on site to discuss with staff how the program is progressing. Allowing the staff to look at all aspects of the course, changes deemed necessary in delivery or assessment, as discussed previously, ensures the degree remains relevant to the sector.

The Programme Manager believes they are providing the sector with what it requires – workers that can work in multiple settings. In constant contact with the sector through various networks and the agencies who take on their students, the staff have felt that they are aware of the current emerging developments within the sector, including the government push for youth work into education.

One serious concern the Programme Manager and her staff have is that the YDSA, although the current government youth policy, is in reality an outdated when viewed against what is occurring in the ‘real world’ of youth work. The degree has been heavily based upon this document - as the title would suggest - as have the learning outcomes even though in reality there are four supporting frameworks of delivery. Any official change in policy would require a significant rewrite of the degree to ensure it continues to be in line with the official focus of youth work in New Zealand. The Programme Manager is aware that any rewrite of the program would not be a quick process due to the institution’s internal accreditation processes.

CONCLUSION

Although not essential for gaining employment in New Zealand’s youth sector, the education of youth workers is regulated and approved by the central government at all qualification levels, giving it greater recognition than witnessed in any of the other countries in this study. Seen as a legitimate employment option, each qualification builds upon the previous level or can be completed as a stand-alone program.
Annex One: First Year Courses for Youth Cultures & Community Trust.

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<thead>
<tr>
<th>Units</th>
<th>Level</th>
<th>Credits</th>
</tr>
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<td><strong>Safe Practice</strong></td>
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<td></td>
</tr>
<tr>
<td>16849</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrate knowledge of ethics in youth work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16862</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Prepare a risk assessment plan in youthwork</td>
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<td></td>
</tr>
<tr>
<td>16853</td>
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<td>6</td>
</tr>
<tr>
<td>Observe kawa and tikanga in youthwork</td>
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<tr>
<td><strong>Youth and Community Work</strong></td>
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<td></td>
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<tr>
<td>16846</td>
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<tr>
<td>Describe selected aspects of human development theory for youth work</td>
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<tr>
<td>16855</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Participate in a group or team in a youth work setting</td>
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<td></td>
</tr>
<tr>
<td>468</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Assist in Facilitation of adventure based learning activities</td>
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<td></td>
</tr>
<tr>
<td><strong>Frameworks for Action</strong></td>
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<td></td>
</tr>
<tr>
<td>16844</td>
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<td>Describe the meaning and relevance of Te Tiriti o Waitangi in youth work</td>
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<td>16851</td>
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<tr>
<td>Establish and maintain working relationships with youth</td>
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<tr>
<td>8071</td>
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</tr>
<tr>
<td>Establish and maintain working relationships with people of other cultures and life experience</td>
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</tr>
<tr>
<td>CM05</td>
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<td>4</td>
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<tr>
<td>Mission Theology &amp; Practice</td>
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<tr>
<td><strong>Inward Journey</strong></td>
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<tr>
<td>Local</td>
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<td></td>
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<tr>
<td>Spiritual Formation</td>
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<tr>
<td>Describe professional supervision in youth work</td>
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<tr>
<td>7918</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Implement a self care plan for social service work</td>
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<tr>
<td><strong>Community Connection</strong></td>
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<td><strong>Electives (must do 7 credits from below)</strong></td>
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<td>Explain the principles of the YDSA</td>
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<tr>
<td>Profile a community of relevance to youth work</td>
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<tr>
<td><strong>Tipu Ake</strong></td>
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<td></td>
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<tr>
<td>16269</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Describe a Māori community</td>
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<td>16793</td>
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<td>Māori Spirituality</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>117 Compulsory standards plus seven Elective or Tipu Ake standards to make a minimum of 120 standards.</td>
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(Praxis 2010)
Annex Two: Second Year Courses for Youth Cultures & Community Trust

Year 1

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<td><strong>Leadership and Management</strong></td>
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<td>Tipu Ake</td>
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**Year 2**

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<th>ID</th>
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<td>Core</td>
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<td></td>
<td><strong>Youth and Community Work</strong></td>
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<tr>
<td>16852</td>
<td>Establish and maintain a working relationship with tangata whenua as a youth worker</td>
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<td>24665</td>
<td>Facilitate adventure programmes for the personal and social developments of the participants</td>
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<tr>
<td>16852</td>
<td>Building Christian Community</td>
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<td>Mission Theology &amp; Practice 2</td>
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<td>19416</td>
<td>Demonstrate an integrated practice theory for youth work</td>
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<td><strong>Inward Journey</strong></td>
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<td>7917</td>
<td>Demonstrate self awareness for social service work</td>
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<td><strong>Local</strong></td>
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<tr>
<td>7917</td>
<td>Incarnational mission across cultures</td>
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<td><strong>Leadership and Management</strong></td>
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<td>13097</td>
<td>Provide leadership in a youth work project</td>
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<tr>
<td>16865</td>
<td>Manage the establishment or development of a new youth project or service</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>7944</td>
<td>Explain legal structures and laws for social service practice</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>7946</td>
<td>Manage volunteer social service workers</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>22246</td>
<td>Implement Te Tiriti o Waitangi in youth work</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td></td>
<td><strong>Elective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18150</td>
<td>Demonstrate knowledge of mental health and mental health services for suicide intervention</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Tipu Ake</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22962</td>
<td>Use Te Reo</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>131</td>
</tr>
</tbody>
</table>

(Praxis (b) 2010)
### Annex Three: Exemptions for National Diploma (Level 6) In Youth Work into The BYD (Weltec 2011)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>National Diploma in Youth Work</th>
<th>BYD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16852</td>
<td>Establish and maintain a working relationship with tangata whenua as a youth worker</td>
<td>YD5100 Honouring Te Tiriti o Waitangi</td>
</tr>
<tr>
<td>22246</td>
<td>Implement Te Tiriti o Waitangi in youth work</td>
<td></td>
</tr>
<tr>
<td>16845</td>
<td>Explain human development and health issues in youth work</td>
<td>YD5102 Understanding Youth Culture and Identity</td>
</tr>
<tr>
<td>22249</td>
<td>Analyse the history and development of youth work</td>
<td></td>
</tr>
<tr>
<td>22247</td>
<td>Establish and maintain rapport with youth within their key environments</td>
<td>YD5103 Building Intentional Relationships</td>
</tr>
<tr>
<td>7917</td>
<td>Demonstrate self awareness (sic) for social service work</td>
<td>YD5107 Entering Professional Practice</td>
</tr>
<tr>
<td>7918</td>
<td>Implement a self care (sic) plan for social service work</td>
<td></td>
</tr>
<tr>
<td>16867</td>
<td>Participate in professional youth work supervision as a supervisee</td>
<td></td>
</tr>
<tr>
<td>16865</td>
<td>Manage the establishment or development of a new youth project or service</td>
<td>YD6202 Designing Positive Youth Development Initiatives</td>
</tr>
<tr>
<td>13097</td>
<td>Provide leadership in a youth work project</td>
<td>YD6200 Working with Teams</td>
</tr>
<tr>
<td>16854</td>
<td>Establish role in the community as a youth worker</td>
<td></td>
</tr>
<tr>
<td>16864</td>
<td>Facilitate youth empowerment in youth work</td>
<td>YD6204 Supporting Youth Participation</td>
</tr>
<tr>
<td>16863</td>
<td>Analyse youth issues in the community for youth work purposes</td>
<td></td>
</tr>
<tr>
<td>19416</td>
<td>Demonstrate an integrated practice theory for youth work</td>
<td>YD6207 Developing Professional Practice</td>
</tr>
<tr>
<td>22251</td>
<td>Analyse ethics for youth work</td>
<td></td>
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</table>
Appendix Seven: Case Study No. Three - The United Kingdom – England, Northern Ireland, Scotland and Wales

Youth work training began in England in response to government concerns which emerged from the Second World War and has always been delivered by recognised tertiary educational institutions in the United Kingdom with its constituent components of England, Scotland, Wales and Northern Ireland. Almost a quarter of its population are aged nineteen or under, and this youth element continues to expand quickly as both EU and non-EU migration continues to further increase the youth population, adding to the complexity of the challenge both for the delivery of youth services and for youth work training (LivePopulation 2016).

The current push towards devolution has meant that each of the four nations has been charged by the United Kingdom government with the responsibility of delivering their own education and youth policies. Hence, and not surprisingly, this has resulted in somewhat different administrative responses as each has allocated this responsibility to different government departments. In England this job was transferred on 3 July 2013, to the Cabinet Office from the Department for Children, Schools and Families (DCSF), where it has been administered for over a hundred years (HM Government 2013b, Puffett 2013). In Scotland the Department of Education and Lifelong Learning has been charged with this task by the Scottish Executive while the Welsh Assembly has given the Department for Children, Education, Lifelong Learning and Skills the responsibility. In Northern Ireland the Department of Education is responsible for the care and development of its youth.

Each has an independent youth policy yet despite this superficial complexity, the approaches to service provision retain an obvious similarity due to the shared historical heritage but are overlaid by some variations due to the sociocultural differences in the four countries. Pre-service youth work training reflects this with Scotland, ever with its independent spirit, mandating a four year Honours program whereas the remaining three stipulate three-year training programs for the same qualification.

The most important fact to remember when talking about youth services in the United Kingdom is that they are delivered by two distinct provider groups, the first being all levels of government, known as the statutory sector. The term ‘voluntary sector’ is used to describe all other service providers which includes private and not-for-profit organisations, such as churches, as well as their paid and unpaid workers. From an Australian perspective this can be very confusing as ‘volunteer’ refers to those who work for a not-for-profit organisation or on projects that are undertaken without financial payment that will benefit their community and the volunteers themselves (Volunteering Australia 2013).
One of the key determinants of traditional youth work in the United Kingdom is that young people voluntarily participate in the programs conducted by youth workers who work in a ‘young person led approach’. Youth programs, beginning in the early 1800s, started as education programs, first in Sunday schools and then ragged schools, which happened almost concurrently with the commencement of young men’s associations such as the Young Men’s Christian Association (YMCA) (Smith 2013), which would have an enormous impact in regards to youth work education in the future. All were led by well-meaning, predominantly Christian volunteers whose main attributes were enthusiasm, energy and a willingness to support those deemed to be less fortunate than themselves. The creation of youth institutes and clubs in the 1850s saw the provision of evening activities, such as a space to play games, take part in classes and activities or stop for a chat over a mug of tea or cocoa, which were developed for the purposes of distracting young men from ‘…the temptations of the streets…’ (Smith 2013). Having a predominantly recreational focus, a shift towards clubs and groups for boys and girls during the 1880s and 1890s (Smith 2013) that stressed duty, obedience, loyalty and service saw boys and, to a lesser extent, girls voluntarily organised into (literally) uniformed groups. Taught the skills deemed necessary for becoming a fully rounded citizen of the day in numerous programs this was conducted by groups such as The Girls’ Friendly Society founded in 1875, The Boys Brigade in 1883 and The Boy Scouts in 1908.

This remained the traditional format of youth services for the first 40 years of the 20th century, as the western world dealt with the devastation of the First World War and the subsequent influenza epidemic, the pleasure-driven fun of the 1920s and the financial crisis of the depression in the 1930s. Enthusiastic volunteers continued to give up their time to lead these groups, with the term ‘youth work’ first appearing in use during the late 1920s and the publication of the first related text Methods in Youth Work by Walkey et al. 1931 (Smith 2013). An important step in legitimising youth work as a career had occurred which was further supported when some youth leaders, working at the local education authority level, were paid from 1936 onwards (Smith 2001a).

A shift in political emphasis in the decade leading up to World War II was evident with the rise in the number of fascist groups emerging, especially in Europe. All had prominent youth movements attached to them which, like the Hitler Youth, were very active political forces in their own right, which was in addition to the physical activities similar to those of the scouts set up in England 30 years earlier (Savage 2007).

As the Second World War loomed, a report by the British Medical Association in 1937 highlighted the fact that many of Britain’s youth of the day would be unable to meet either the health or fitness standards required by the armed forces, the same complaint levelled at conscripts during the Boer and First World Wars. Coupled with the evidence of very physically and politically active youth throughout Europe, it was a cause for serious concern.
The identification of young people as a ‘problematic social category at a time of national crisis’ (Bradford 2007:13) led to the Board of Education (BoE) publishing Circular 1486, the *Service of Youth* (1939). Concerned for those aged 14 – 20 who were no longer involved in formal education, the English Government ‘… decided that the Board of Education shall undertake a direct responsibility for youth welfare’ (Board of Education 1939).

The National Youth Committee established in the same year, was comprised of local education authorities, voluntary organisations and anyone else who showed an interest in the youth industry, medicine and physical training. Groups could apply to the Committee for financial assistance towards the purchase of equipment and paying ‘competent leaders and instructors’ in the areas of ‘physical education and craft work for classes in clubs and other centres’ (Board of Education 1939 article 7), giving youth work a greater priority as local councils took greater responsibility for program delivery.

The ability of youth work to address growing concerns about the young people of the day was not lost on the government as they attempted to address a rising crime rate, improving the morale of young people during war time and the provision of informal citizen education for the purpose of engaging young people in war-specific community service (Bradford 2007:14 – 15). For example, every 16 – 18 year old boy in late 1941 and every girl of the same age in 1942, was interviewed in the context of World War Two, supposedly for the purposes of encouraging them to take up organised non-compulsory leisure opportunities that would benefit their mental and physical health; the reality was that it provided a ‘form of auditing young people’ (Bradford 2007). Consequently, youth work became an active component of the war effort for a group that had the conflicting roles of being ‘… both … a national asset and a social problem’ (Bradford 2007:16). Youth work consequently underwent a shift in its overall character to emphasise ‘… enjoyment and recreation, (and a) concern to promote cooperation, tolerance, free decision and joint responsibility’ (Smith 2001a:208).

**THE BEGINNING OF FORMAL TRAINING**

Informal training had been provided to the sector since the 1920s by voluntary organisations such as the Church of England and the YMCA. Created to train their own workers, these included full- and part-time courses that were limited in what they could offer and only relevant to the programs for which they were purpose written (Bradford 2007).

Formal pre-service youth work training began after the publication of Circulars 1486 (1939) and 1516 (1940), the English government documents that are usually taken as the beginning of the youth service training sector in England and Wales. It would take two years for this to eventuate despite a concerted push in 1940 by Homerton College Cambridge and Durham and Liverpool Universities to take up the government’s proposal to incorporate appropriate youth work training into other related fields.

In 1941, the BoE held a conference in Oxford for the purposes of “… beginning the process to consolidate a formal definition of youth work and identifying its implications for training
youth leaders” (Bradford 2007:18). The establishment of the Informal Youth Training Committee (IYTC) was the result and by the end of the year they would put forward a number of recommendations. The first was that youth workers receive training that was a combination of that offered to social workers and teachers that should be of at least one year’s duration for those who already held a qualification and three years for those undertaking the full course. The committee also recommended a variety of subjects - mental and physical characteristics of adolescents, sex education, club management, social and educational administration - that would be both theoretical and practical in nature; up to half would be assessed practice (Bradford 2007).

The proposed outline for these courses was formalised in Circular 1598 *Emergency Courses of Training for Those Engaging in the Youth Service* (1942). Universities, training colleges and institutions were asked to submit potential courses for approval on the understanding that it was to be an emergency course and not a full qualification, which would add to the knowledge of those already working in the field. Expected to be both theoretical and practical in nature, courses would last no more than 12 months if undertaken on a full-time basis, or 24 months if done part-time (BoE 1942). The end result was that 22 full-time emergency courses were delivered between 1942 and 1948 at Bristol, Durham and Swansea Universities, University College Nottingham and Kings College Newcastle and the YMCA (Bradford 2007). This uptake by universities gave the youth work profession a legitimacy due to the production of formal knowledge which was ‘supervised and assessed’ (Bradford 2007). Only the course at Swansea would exist in 1953.

In 1944, the McNair Report, entitled *Teachers and Youth Leaders. Report of the Committee Appointed by the President of the Board of Education to Consider the Supply, Recruitment and Training of Teachers and Youth Leaders*, was delivered to the English Parliament. Created to address the continuing concerns about the identified deficiencies of recruiting and training teachers for the English education system, Arnold McNair (1885 – 1975), Vice-Chancellor of the University of Liverpool and former lawyer, was appointed as chair of the committee responsible for the report. In 1946, he would be appointed as one of the first judges of the new International Court of Justice in The Hague and was appointed the first President of the European Court of Human Rights at Strasbourg in 1956.

A smaller subcommittee representing the voluntary youth organisations of the day was established as part of the larger committee of ten members and included influential youth workers of the day: Eileen Younghusband, then with the National Association of Girls Clubs, John Wolfenden, then Headmaster of Uppingham and later Vice-Chancellor of Reading University, and S. H. Wood, the Committee’s Secretary, who later chaired a youth work committee for the National Association of Governors and Managers (NAGM). Why the subcommittee was deemed necessary is not known at this time. However, it is believed that it was because of these three people that the final report suggested that teachers and youth leaders should have comparable careers that were pensionable as they came under the same auspicing body of the Education Board. Providing the expected format for training delivery, which included the recommendation of increasing the duration of all courses to three years,
the purpose was to ensure that a youth worker graduate was a 'guide, philosopher and friend to young people' (Board of Education 1944, informal education archives (sic) 2003.).

Although the recommendation for a training course to be of three years’ duration was eventually successful, albeit nearly 30 years later, the equivalent careers argument has never been successfully realised and today the gap between educators and youth workers continues to widen and is not likely to be bridged in the immediate future now that youth work has been removed from the Education Department’s domain.

Little changed in the youth sector in regards to delivery of training for the next 16 years from the McNair Report in 1944 until the Albemarle Report in 1960, which expanded the sector into a full-time one in England, with increased funds granted both centrally and locally so the deliverables earlier set out by the Education Department could now be achieved. Additional funds created a large building program resulting in centres springing up ‘everywhere’. Combined with the introduction of the Joint Negotiations Committee (JNC) which set the terms and conditions of youth workers’ employment nationally, this led to youth work gaining the credibility and support necessary to grow as a profession (Davies 2012 in Ord 2012).

More centres meant more work for trained workers and in an effort to address the need, six new youth work courses were recognised by the JNC and approved by the Ministry of Education, for offer during the 1960s, including the course at the YMCA National College, probably at a Certificate or Diploma level as was granted the following decade and in Australia at this time. Manchester Polytechnic was the only institution during the 1960s to offer further study in youth work with a Post-Graduate Diploma (National Youth Agency 2011).

The popularity of the profession saw one diploma and ten certificate courses in youth work being offered between 1970 – 1982 with the majority being of two years’ duration. The interesting exception was Avery Hill College which seemingly offered the first three year certificate. Offered at various colleges and polytechnics around England, only one was offered by a university at this time. An apparent increased desire by workers to undertake further study in youth work resulted in students studying a post-graduate diploma at either Manchester Polytechnic or University College, Swansea (Holmes 1981, National Youth Agency 2011).

The Council for Education and Training in Youth and Community Work (CETYCW) in 1982 was established with the sole purpose of providing the professional validation of youth work courses. Those already recognised by the JNC would remain on the list until the CETYCW was able to validate the courses formally. By agreeing to this, no current students studying during the 1980s would be disenfranchised by the process which took until the late 1980s to complete. Since then all programs have been subjected to a five-year review as well as annual monitoring which is now coordinated by the National Youth Agency (NYA).
Youth work in the United Kingdom has always been offered with Community Work, as the two are seen to be congruent with each other. With only three degrees currently titled solely as Youth Work, it could be said that qualifications in the United Kingdom have always had a positive youth development approach where the community’s input is important for the successful delivery of youth programs. However, if this is the case, it is an unconscious one as knowledge and recognition of a positive youth framework are not universally understood nor acknowledged. Rather, it appears to have grown from the youth sector’s historical roots and continues to prove that community are the best at helping their own.

**YOUTH WORK TRAINING IN THE 20th CENTURY**

Since September 2010, all youth work graduates have been required to study a JNC approved, undergraduate Honours degree to be awarded the status of professional youth worker in the United Kingdom. With 39 undergraduate Honours programs on offer, students have plenty of choice. However, the impact of recent cuts to the youth sector following the European financial crisis have led to many university administrators questioning the validity of offering such courses. This is becoming apparent as long-standing courses are taught out. One example is Stirling University which stopped taking students into its undergraduate course in 2010 despite strong enrolment numbers and in the face of fervent opposition from the sector. The course was taught out at the end of the 2013 - 2014 academic year. Replicated at Strathclyde University between 2011 and 2015, and at Coventry University which took its last student cohort in September 2015, the formal notification of a course closing is more often only known of locally and learnt of by others when it comes to the organisation of the routine five-year revalidation process that all programs must undergo and the validating body is told the process is not necessary.

To add to this, rumours abound throughout the United Kingdom that the 24 universities which make up the Russell group will stop delivering youth work as a course option in the near future because it is not deemed to be ‘economically viable’. Of those who comprise this group, the University of Edinburgh would be the most likely to ‘buck the trend’ and continue to deliver a youth work undergraduate degree, maintaining its 50-year history of provision.

The uneasiness this is creating amongst training providers and the sector adds to the wariness created by the government’s continuous austerity measures of the past six years. Employment contracts across all four nations are increasingly for a set term rather than permanent positions which is creating a growing state of unease amongst all involved with the sector. This is then reflected in the number of placement opportunities available to students who must complete 800+ hours in the work place during their three year degrees, and the jobs they can apply for. As a consequence, a small number of programs at the time of writing are sending students out on placements with minimal supervision.

A number of close observers in the field (Belton 2015, McAlinden 2015b) discuss the impact the austerity measures have had on the field with JNC requirements being ‘close to irrelevant’ when wanting to secure a job. Many employers are allegedly happy to take those with a
Level 3 qualification or the promise of undertaking courses at the Level 2 or 3 programs which makes HE training unnecessary for securing employment as a youth worker. That a Level 2 or 3 Award for a total of 11 credits is cheaper than a Certificate (12 – 36 credits) or Diploma (37+ credits) graduate at the same level leaves the expectation that employers will be happier with the lower options of each qualification though many appear prepared to take people with no formal skills training at all. The National Citizens Service (NCS) program appears to be in this category despite their programs’ focus of working with young people to help them better themselves for the future.

Youth work in the United Kingdom is undergoing a time of transition on all fronts. How it survives is yet to be seen.

**YOUTH POLICIES FOR THE BEGINNING OF THE 21ST CENTURY**

Historically youth work has been delivered as open access work, provided by either Local Authorities (LAs) as part of the statutory sector, or the volunteer sector, which are either of a not-for-profit (NFP) or profit status. Today targeted work is more common as is seen throughout the world. Workers may be paid in both sectors in the United Kingdom, unlike Australia where volunteers are not paid for their time.

**England**

In England, the current policy and legislation which influences the daily lives of children and young people is *Positive for Youth: A new approach to cross-government policy for young people aged 13 – 19* (2010) (P4Y) and the supplementary supporting documents. Bringing together nine ministerial departments at the time of writing, including Education, Criminal Justice, and Health, the policy is billed as “A new approach to cross-government policy for the 4.5 million young people aged 13 - 19” to become productive and successful adult members of their communities. Setting out “… a shared vision for how all parts of society can work together in partnership to support families and improve the lives of young people’ (Public Policy Review 2013), it was first published in February 2010, by the current Coalition government as their first statement on young people and is said to continue the more ‘targeted approach’ of youth work begun by the New Labour Government (1997-2010).

The document resonates with a positive youth development focus, similar to New Zealand’s approach and although it never identifies itself as such, it does share the same ethos because it:

- **Supports young people’s success**
- **Provides ample opportunities for young people to be an active part of their communities, including having a voice in the decisions that affect them**
- **Supports parents, families and communities in regards to their young people, ensuring they have the necessary support**
• Promotes and encourages an integrated, holistic approach to program delivery through local leadership and greater partnership opportunities for the delivery of services to young people (P4Y 2011).

Success through formal education is the central focus of the policy, with an acknowledgement that if young people are to be ensured higher levels of success in adulthood then they must successfully achieve in school and subsequent training. Failure is no longer an excuse but critics talk about the lowering of academic standards so that all will succeed and that students are being taught to only pass the exams and graduate with no preparation for the workforce (Collins 2012). That there are fewer jobs available also appears to be irrelevant to the government discussion and yet is obvious when matched against the fact that many university alumni cannot gain employment in their chosen career field upon graduation (Peacock 2012, Smith 2012, Taylor 2012, Buckland 2013).

P4Y places equal emphasis on informal education (HM Government 2011:15,39) and includes the areas of health (obesity, mental health and alcohol and other drug issues), volunteering and citizenship. Various national youth programs have been created with the purpose of helping young people to achieve success in their lives. This included the provision of funding for 63 Myplace centres, which are world class youth spaces built in the most deprived areas across the country, with the aim of encouraging young people to spend their spare time more productively (Bashir, Baty, Dayson, Pearson, Sanderson & Wilson 2013).

Established by the previous Labor Government, the provision was seen as an important symbol of the government’s commitment to the youth sector. Designed and developed for and with the young people of the identified communities, they were to offer a wide range of activities such as Parkfield in Paignton, with its sports hall which can also be a performance space, a world-class skate park, catering facilities and a climbing wall as well as information, advice and guidance services (IAG) on all topics pertinent to young people in the Torbay area.

Often run by Local Authorities (LAs), or councils, many Myplace centres are now in danger of closing as LAs grapple with the Tory Government’s 27 per cent plus austerity cuts to all services, begun in 2010. Lost funding across the board has meant a minimum of 50 per cent reduction in youth programs with some LAs losing 100 per cent of services (Davies 2013). The removal of 6.8 per cent of youth work posts in the 2012-2013 financial year followed a 9.6 per cent cut the year before. For Torbay Youth Services, a local council run youth service in County Devon, the staff of 45 was reduced to 11 between 2011 and 2013, with more cuts occurring as the council grappled with how to remove £10 million from the 2013-2014 budget (Torbay Council 2013). Staff who retained their jobs sacrificed thousands of pounds in annual wages and yet faced continued uncertainty every six months as more cost cutting measures were imposed in an effort to keep the centre open and programs running. At the end of 2015 there were two full-time staff members and a handful of part-timers and volunteers running the service (Parker 2015).
Similar to other Myplace centres, Torbay’s youth programs were scaled back despite the growing client base. Admission and hiring fees were charged in an effort to make up the £100,000 shortfall in revenue deemed necessary to keep the centre open, and yet according to the official website the Torbay centre is closed on Sundays and Mondays, no events other than standard opening times between 4.30 pm – 9 pm Tuesday to Friday and Saturdays between 10.30 am and 4 pm, are scheduled. New memberships are not possible at this time (Parkfield 2015).

Despite their ability to achieve the aim of providing a space for young people to participate in community activities, all of the centres appear to be running at a loss which is not easily supplemented in this current economic climate (Bashir et al 2013). A private buyer has been sought for the Torbay site but two years on is yet to be successful. The promises look impressive on paper but in reality appear to have become a very large number of white elephants.

Another important piece of P4Y, begun in the summer of 2011, is the National Citizens Service (NCS), a semi-residential program in spring, summer and autumn conducted out of term time for 15-17 year olds from different backgrounds in England, and now Northern Ireland. The aim is to help them “… develop greater confidence, self-awareness and responsibility, with a view to creating a more cohesive responsible and engaged society (Booth, Cameron, Cumming, Gilby, Hale, Hoolahan & Shah 2014:1).

Similar in its aims and outputs to the Duke of Edinburgh Awards, groups of 12-15 young people from different backgrounds participate in the program’s four phases:

1. Five-day, four-night adventure participating in various outdoor activities
2. Four-night stay at a university learning skills relevant for life and work
3. Social Action Project for the benefit of the local community

In 2015 it was anticipated that 150,000 young people would participate in the program which has seen a steady increase in numbers from 50,000 in 2013 and 90,000 in 2014, proving the sceptics may have got it wrong in regards to the potential success of the program which was implemented by Prime Minister Cameron after the 2011 summer riots. Costing participants £50 for the entire program, including all activities, food, transport and accommodation, it is proving to be popular with more than 70,000 graduates completing the program by the summer of 2015 (HM Government 2015, Booth et al 2014, Merz 2014, Phillips 2014, HM Government 2013a).

The overall cost to the public, however, has been criticised with an approximation of £1,662 per participant for an estimated overall total of £36.8 million in 2012 (Hillier 2013). Many point out that this was approximately the same amount taken away from annual youth services which had a 28 per cent funding cut between 2010 – 2012 (Davies 2013) and would
be better spent providing year-long programs that support all young people and not just those aged 15-17 over the summer break (Buckland 2013, Wimpress 2012).

The evaluation report conducted by Booth et al. in 2013 only discusses the outcomes for those involved, both the young people and their communities, and the value for money the program is providing. The only reference made in regards to those who led the various phases of the program can be found on page 15 where it states that “… participants were very positive about staff on the programmes”. No reference concerning the experiences of the leaders was made. The negatives loudly noted before have been replaced by the positives for those involved; the workers appear not to be important at all.

This is a major criticism (Buckland 2013) of P4Y, which allocates a total of four paragraphs (HM Government 2011:15, 39, 69) of the document to the role of youth work in its implementation. Acknowledging that ‘high quality youth work… youth work professionals and volunteers’ can have a significant impact on young people’s life chances (P4Y:69) it then sends readers to another document located on the Education website, which is “… a narrative for the role and impact of youth work in the delivery of the policy’ (P4Y:69-70). Discussions around the need for a ‘high quality workforce’ do not identify who will conduct the work to be done although the policy does talk about the enormous diversity of roles within the youth sector. The ambiguity around who will deliver these programs leaves the question of training those workers in a seemingly black-hole. By implication, anyone could do the work required and asked for, and looking at what has occurred in the NCS program to date is already to the detriment of the professional youth work force.

Until recently, almost everything written by the government about P4Y appears to have been written in 2011, following the summer of riots that made world headlines. The majority of subsequent commentary appears to be in criticism of the document (Taylor 2012, Buckland 2013, Davies 2013) as programs, workers and funds fall victim to the Government’s austerity measures.

Another issue evident upon reading the policy is that all funding targets were completed in May 2013, with no mention of what was to occur after that date. The publication of Positive for Youth - Progress (HM Government 2013a) in July 2013, when youth work was moved from the Education Department into the Cabinet Office, talks about the policy’s successes but does not mention future funding. Rather, the focus is how British society will work together to ensure all young people are better off.

Davies (2103) is one of many to argue that the picture provided by the Government of a strong and healthy youth sector in the wake of the implementation of P4Y, as provided in the Progress Report, is actually far from the truth and ‘deeply dishonest’. Matching this with anecdotal and research evidence gathered as part of this study over the past five years, it would appear Davies is correct – the youth sector in England is far worse than it was and continues its rapid decline as funds and resources are continuously cut with no end in sight for the immediate future.
With more than £11 million anticipated to be cut from Local Authority funding by 2016, the impact on services for young people has been severe with more than 2000 jobs lost between 2012 and 2014, resulting in 41,000 youth service places lost and at least 35,000 hours of outreach work removed from the youth work system (Unison 2014:6). To save costs, the services that are left are more often out-sourced to private providers who are using cheaper, less skilled workers to undertake open access work with young people while the professional workers conduct more targeted work (Unison 2014:6).

And it continues, with 1500 people applying for a one-night position at a youth centre in London in August 2015 of whom at least one-third held a degree (Belton 2015). And yet youth workers are proving to be resilient and continue to work in the hardest of conditions, similar some say, to those that existed more than a century ago. With ‘enthusiasm, energy and a willingness to support’ the young people in their care, the only difference now is that they must, in theory, hold an Honours Degree for the privilege of working in a sector that is being reduced, almost daily, by outside forces that are beyond their control (Belton 2015).

Wales

The Welsh Assembly Government released its latest youth policy, The National Youth Service Strategy for Wales 2014-2018 in February 2014, after four months of consultation in 2013. With the purpose of informing government policy and youth work practitioners on how to best support young people in Wales, the strategy is built around the Welsh Government’s rights-based approach which aims to help young people realise their potential by supporting them to develop life skills and resilience. This will be achieved by assisting young people to overcome the socioeconomic issues many face, such as poverty, social well-being, health and youth participation (Welsh Government 2014).

Capitalising on informal, non-formal and structured education opportunities, young people are to be further encouraged to participate in the youth sector with the following four areas of importance recognised as necessary if this is to be achieved:

1. The acknowledgement of the value and role of open-access youth work provision
2. The promotion of a stronger connection between youth work provision and formal education
3. The need for closer collaborations between the statutory and voluntary youth work sectors
4. A strengthened evidence base which shows the impact of youth work across Wales (Welsh Government 2014:2-3).

Built on a values-based approach ‘grounded in respect for young people’ as reiterated in Youth Work in Wales. Principles and Practice – January 2013, there are five aspects, termed The Five Pillars, necessary for a young Welsh person to achieve success:

1. Education to provide knowledge, skills, understanding, attitudes and values
2. The expression of their thoughts and ideas through a broad range of opportunities
3. Participation in the decision-making processes that impact on all aspects of a young person’s life
4. Inclusion in society’s decision making processes, and
5. Empowerment to engage with all elements of society (CWYVS 2012).

Together the Pillars enable, encourage, equip and support the young people of Wales, aged between 11 – 25, and particularly 13-19 years of age, to be active participants in designing, creating and establishing services that will benefit them, wherever they see that is most relevant through wider skills development and enhanced emotional competence (CWYVS 2013, Smith 2007b).

The Welsh Assembly has acknowledged that youth issues stretch beyond the teenage years, unlike the English policy which focuses on 13 – 19 years olds. This bodes well for those in Wales. Coupled with The Youth Engagement and Progression Implementation Plan (2013), it mirrors similar developments in England to help young people succeed in life through education and training opportunities so they can become productive members of society in adulthood. How successful these are will not be seen for a few years; however, England’s current example is not one of enormous promise.

The government acknowledges that the success of youth work in Wales is dependent upon the delivery of a high quality youth work service that is based on the voluntary engagement initiated by the young person. Delivered by 22 local authorities, major voluntary youth organisations and independent local projects are conducted in a variety of locations including youth centres, on the streets, in community and/or residential settings and the methods utilised can be as varied as the locales (CWYVS 2013, Smith 2007b). The importance of being part of a global community is also highlighted and young people are encouraged to think critically about the world around them as they become part of it (Welsh Government 2013).

Collaboration and partnerships between organisations are deemed a key aspect of successful service delivery which may or may not be targeted in its approach although preference is given ‘…to youth work activity focused to a significantly greater extent than has previously been the case on young people who have additional needs’ (CVYWS 2012:2). Funding, as elsewhere in the world, reflects the push towards targeted work in the youth sector.

The main difference in the Welsh document to P4Y is the acknowledgement given to the youth work sector as being necessary for its successful delivery. This is because the youth sector is acknowledged politically to have a history of successfully doing the work, has been trained to do the work and has the benefit of being able to identify and share good practice while simultaneously offering support and training where needed.

With the unique standing of being a distinct profession with its own qualifications framework, youth work in Wales is on par professionally with teaching and social work, something that
has never been achieved in any of the other countries in this study. Part of this is due to the legitimacy the profession has gained which includes the Youth Work Curriculum Statement, upon which all Welsh courses are created and have gained JNC recognition through the ETS Wales Advisory Council at the Welsh Assembly Government. Built upon the Welsh National Occupational Standards (2012), the Participation Standards and the Information Standards which inform all courses, it allows all Welsh graduates to work in Wales and England upon the successful completion of their studies (CVYWS 2012:16, Welsh Government 2013).

In theory youth work in Wales is strong and healthy; the reality is that it appears to reflect England’s current state of affairs. Massive funding cuts to the sector are a cause for concern in all quarters. Services fight for the limited funds available, often collaborating on funding applications in an effort to secure the few precious pounds on offer for new and continuing programs. Workers hold onto their jobs with an air of wary expectancy. The Children’s Commissioner for Wales speaks about the youth industry feeling undervalued despite the Strategy’s acknowledgement and support for the sector, saying that youth workers feel as though they are ‘soft-targets’ when it comes to changing priorities and continual funding cuts (Puffet 2012).

Views from all corners of Welsh society have been sought to ensure that Wales will have ‘the right youth work strategy in place to support young people in Wales’ so they can ‘reach their full potential’ in the future. No indication is available yet on how this can be achieved in the current diminishing economic climate.

Scotland

Similar to Wales, the Scottish Executive acknowledges that ‘a strong, responsive and imaginative youth work sector that supports and empowers young people is vital in our drive to improve their wellbeing and life chances’ (Scottish Government 2014: 2). Written in partnership with YouthLink Scotland, the national youth work agency, and Education Scotland, Our Ambitions for Improving the Life Chances of Young People in Scotland. National Youth Work Strategy 2014 – 2019 (2014), Scotland’s national youth policy, builds upon the successes of the previous strategy Moving Forward - a strategy for improving young people's chances through youth work (Scottish Government 2007).

Focused on the importance of the nation’s young people aged between 11 – 25 years, but particularly 11 – 18 years of age, with an acknowledgement for the need to work with early intervention provisions for those under 11 years of age, there are five ambitions within the strategy through which the Government aims to achieve its end goal of providing “… access to high quality and effective youth work practice…” through the following five ambitions:

1. Ensure Scotland is the best place to be young and grow up in
2. Put young people at the heart of the policy
3. Recognise the value of youth work
4. Build workforce capacity
5. Ensure we measure our impact (Scottish Government 2014:8).

The purpose of these five ambitions is very clear as throughout the document the clear focus is that

“All young people, in every part of Scotland, should have access to high quality and effective youth work practice… what we believe … (and) aspire to … (we) can only achieve … by working together with young people”

(Scottish Government 2014:8).

Ambitions three and four follow on from the success of the previous strategy which strongly emphasised the positive involvement of the youth work sector and the need for youth workers to be “… equipped and empowered to achieve ongoing positive outcomes for young people now and in the future” (YouthLink Scotland 2013). Supported to grow through a variety of means, including strong government support financially and numerous policies that are linked together to provide an all-encompassing commitment to the youth industry includes ongoing training and development for youth workers and volunteers. The Scottish Government has also committed to the development of a national communications strategy for the purposes of highlighting the role and value of youth work and its value and impact across a wide range of policy areas. With the establishment of national standards for the sector and the promotion of membership and registration through the Community and Learning Development (CLD) Standards Council for Scotland, youth work will become firmly embedded within the Curriculum for Excellence so that its contribution is understood and acknowledged at all levels of government and community (Scottish Government 2014:10, 19-21).

The noticeable difference about the Scottish youth service to an outside observer is that austerity is not as visibly evident as Scottish youth programs are the recipients of a secured pot of funding. From within the sector the situation appears rather different as financial resources become more difficult to obtain and the process for securing what is available is more competitive than ever before as core government funds continue to dwindle (Fyfe and Moir 2013:4).

Northern Ireland

Youth work in Northern Ireland has, until recently, held a unique position when compared to the other examples in this study in that it has had legislated government support. Endorsed and protected when youth work was included in the Education and Library Boards (NI) Order 1998, the sector was further recognised when the then Minister for Education, in 2005, confirmed that youth services would remain the responsibility of the Department of Education Northern Ireland. Setting out the requirements for youth work provision, the Order incorporated the Education and Library Boards (ELB), responsible for the local administration of education in five geographical regions, and Youth Council Northern Ireland (YCNI), an independent government body established under the Youth Service (NI) Order 1989. Providing an advisory function to the Department of Education regarding policy,
training and research, training and development for youth workers, facility provision and resources for the sector, it would take legislation to dissolve the YCNI (DENI 2015a).

While others experienced austerity cuts and the loss of programs and providers, youth work in Northern Ireland remained strong and funded because all monies for the service had been ring-fenced, or protected, within the national educational budget. In 2013 – 2014, this amounted to £33 million for resources and a further £5 million dedicated to capital spending for the youth sector.

However, the current Northern Ireland youth strategy, *Priorities for Youth. Improving Young People’s Lives through Youth Work* (2013) emphasises those services which relate to education alone. Representing only a portion of the sector’s breadth, it echoes what can only be termed ‘globally fashionable’ as it focuses on helping young people to reach their full potential. Not as all-encompassing as first believed, it does build on the successes of the previous strategy and an extensive consultation and information gathering process between September and December 2012 which utilised three specific questionnaires. Sent to children and young people, youth workers, leaders and volunteers, and managers in youth or relevant children’s settings, the feedback highlighted what those involved with the sector identified as important for the next strategic era. From this has come a closer connection between formal education (school-based) and informal education (youth work) which has helped the youth sector maintain its place of prominence. Tackling educational underachievement, promoting equality and raising standards across all aspects of education, success is deemed impossible without both components of the education sector working together towards the same vision that

> “Enable(s) every young person to achieve his or her full potential at every stage of his or her development”.

(DENI 2013: i)

Helping young people reach their full potential as both ‘individuals and responsible citizens’ has been on the political agenda since the first youth policy framework was delivered in 1987. The previous policy, *Strategy for the Delivery of Youth Work in Northern Ireland 2005-2008*, worked towards ensuring those aged between 4 – 25 years, a combination of both the North American and Australian age ranges, were:

- “… able to enjoy themselves, realise their potential and participate as active citizens in a secure and peaceful society;
- know their rights and responsibilities and have these rights protected and promoted;
- valued, understood and involved and feel safe and supported” (DENI 2005:4).

Ensuring there were appropriate and adequate services for its young people, the previous document guaranteed that all programs worked towards helping to develop every aspect of a young person’s development. Whether that was personal, social, educational, political,
cultural, spiritual, physical or vocational, it was the only nation of the four to take a truly all-encompassing approach and a commitment to developing the ‘whole young person’.

In *Priorities for Youth*, youth work has been recognised for its ability to build upon the school-based learning conducted between 9 am – 3.30 pm on week days, helping to develop additional skills in relationship building and citizenship development. With the means, space and opportunity to participate at local, sub-regional and regional levels, youth workers work with young people of all abilities and diverse interests through generic and targeted work to more than 182,000 registered young people in 2013. Nineteen hundred voluntary groups offer non/uniformed, faith-based and secular programs alongside 126 statutory youth facilities and 11 outdoor educational centres which are run by more than 28,759 individuals of whom at least 23,893 are volunteers (DENI 2013:4, Courtney 2011). What is different here is that the voluntary sector is openly encouraged and supported to provide youth services which the statutory sector will provide if no viable options are available (DENI 2013:16, Scott-McKinley 2015).

Engaging with 4 – 25 year olds to accomplish the vision, youth are divided into five distinct age cohorts of 4 - 8 years, 9 - 13 years, 14 - 18 years, 19 - 21 years and 22 - 25 years, with priority given to groups and individuals aged between 9 – 18 years. However, work begins with the younger age group through programs linked to the Youth Work Curriculum with the aim of ensuring Northern Ireland’s youth are able to become positive members of society with high self-esteem, aspirations and confidence upon completion of their education and training through both an holistic education program for all and a targeted work program where it is most needed (DENI 2013:14 – 15, 17-18).

In the previous strategy the Government acknowledged that properly trained workers were essential for securing the success of the policy and if this was to occur the recruitment and retention of effective workers and volunteers, a proven difficulty for some employers, was a high priority. In response the Government committed itself, within the document, to ensuring there would be sufficient numbers of workers and volunteers to achieve its goals and create alternative pathways for workers to gain professional qualifications, the establishment of a coherent mapping of opportunities for youth work training in Northern Ireland and the establishment of the North/South Education Standards Committee for Youth Work (NSETS).

Like all policies in the United Kingdom, youth participation is a key element of the strategy’s success. There are major differences, however, between this and the other policies found around the United Kingdom with the upfront acknowledgement that adequate resources and funding are required to ensure that the youth policy can be delivered. Priority three of *Priorities for Youth*, Developing the Non-Formal Education of the Workforce (DENI 2013:21), for example, acknowledges the continued importance of enhancing the capabilities of the youth workforce. A range of support systems including high quality, initial training and other professional development opportunities have been developed for the purposes of ensuring the sector is able to deliver the wider educational aims of the government.
The sector is funded from the education budget and regular three-year Regional Youth Development Plans (RYDP) that report on the anticipated needs of the country’s youth, are produced by the newly formed Educational Support Authority (ESA) which replaces the ELBs and is expected to absorb the function of the YCNI, for approval by the DENI (McAlinden 2015a, DENI 2013:17). Together, these actions will ensure the Priorities are met and guarantee all children and young people are able to reach their full potential.

To an outsider, Northern Ireland appears to be more committed than its three counterparts to ensure its young people are its main priority, with services and programs that are easily accessible to all. Working hard to overcome the inherent political and social climates that many strive to work with and through, the country is succeeding for the most part although the national Government’s inability to talk amongst its members sees an unbalanced budget and the notion of direct rule by England returned an ever present reality.

Either way, the favourable climate for youth work in the nation is about to change. The announcement, in April 2015, that the YCNI would be absorbed into the ESA as part of a governmental efficiency review occurs as the guaranteed youth budget period comes to an end and is returned to the education budget pool. The result is that youth work will have to fight for its funds in a climate where others who have already felt the severity of austerity will fight for the pounds that are to become contestable, jobs will be lost and salaries frozen for those who remain.

CURRENT DEVELOPMENTS IN YOUTH WORK IN THE UNITED KINGDOM

The current economic situation has seen many youth work programs throughout the United Kingdom, in a steady, if not dramatic, funding and resource decline over the past four years. Necessary austerity measures put in place by the various national governments have meant a continuous reduction in program offerings delivered by the statutory sector. In response the voluntary sector has experienced a period of growth in output if not the necessary funds, as youth workers are determined to deliver programs that meet the various needs of their local youth. And yet this is not universal. Scotland is the clear exception where there has been a decline but not to the same extent as elsewhere throughout the United Kingdom as it funds youth programs from a secure source of money. Northern Ireland’s government support through policy links and a commitment to the nation’s youth, as seen in its educational policy, has been strong and unique for more than a decade but will shift in focus from 2016 leaving the sector anxious about the future.

A shift in program delivery into formats such as the NCS, are counter to the usual ‘generic and open access’ youth services traditionally provided by LAs with some input from voluntary agencies. Today the majority of targeted services are managed from a fragmented service base by several types of agencies including Voluntary and Community Organisations, some private ‘not-for-profit’ organisations and private ‘for profit’ companies.
The Munro Report (2011) discusses how the move away from the open access arena to data collection for various funders, government reports and the such like, is deemed vitally necessary to prove a program is viable. For workers and management, the increasing pressure of targeted youth work demands that youth workers count, evaluate and predict the needs of their young people well in advance in response to funding applications, often in an effort to stay open a little while longer. These quantitative results are more difficult to deliver in what has traditionally been a qualitative medium where outcomes may not be seen for years, if ever, due to the nature of the work - building relationships with vulnerable young people through informal educational practices.

Changes to procedures continue with all people who work with vulnerable people, including children, required to apply to the Disclosure and Barring Service (DBS) for a ruling on their suitability to work in that field in England, Wales and Northern Ireland. Responsible for providing police checks for potential workers and managing the barred work lists, this replaces the similar work done by the Criminal Record Bureau (CRB). In Australia, each state has its own version with Victoria’s equivalent being the Working with Children Check (WCC) that applies to everyone working with those under 18 years of age. In the United Kingdom it is applied to anyone working with those of any age, children and adults, who may be at risk.

Another important change made to date, along with the recent name change, is that employers will be informed immediately if a worker has committed a crime that may impact on their employment. There is also talk of restructuring the process so people are not turned away or discouraged from applying, which appears contradictory to the last point and has raised serious concerns that this will lower the standards, especially after numerous recent sexual exploitation cases of young British girls that have made the headlines. Its effectiveness is yet to be tested.

**Job Security**

In 2016, job security within the youth sector is virtually non-existent in England. The P4Y states that youth workers are an integral part of the success of the document and policy outcomes, and yet the number of services and jobs available have been dramatically cut back in the statutory sector on an almost monotonously regular basis. It is not uncommon for trained workers to be replaced by cheaper volunteers in both sectors, who have neither any training or are deemed JNC compliant.

Elsewhere in the United Kingdom there is a gradient of decline, with Wales mirroring England to a much closer degree; a better situation is evident in Scotland where funding, and therefore program output, appears to be healthier and more secure. Northern Ireland has had the unique situation of funding for youth services being ring-fenced, or protected, and guaranteed by the Education Department for a number of years now. However, this is expected to change in the near future though exactly when is unknown and as a result leaves the sector with a great deal of uncertainty, especially as key components, such as the Youth
Council, see their function reprioritised and streamlined to meet more coherent objectives within the Education Department where it is housed.

**Industry Requirements**

The National Occupational Standards (NOS) are the identified competencies, skills, knowledge and understanding that underpin the values all youth workers require to successfully complete their daily jobs in the youth sector. Used by all levels of academia to shape course and training content, industry uses them to determine what duties and responsibilities match a position and fit them to new employment opportunities and professional development for current employees.

Created in 2002 by The Learning and Skills Improvement Service (LSIS), employers, practitioners and other stakeholders from across the UK, the NOS were updated in 2008 and 2012 to ensure they continue to reflect current practice in the various contexts throughout the sector across each of the nations of the United Kingdom.

A total of 41 youth work standards are broken down into 31 specific youth work standards with an additional 10 that relate to management and leadership (7), managing volunteers (2) and health and safety (1). Each has a number of performance criteria which an individual should demonstrate to be competent in the sector and underpinning knowledge and understanding statements.

In addition to this the standards are grouped into five key areas:

A. Work with young people and others  
B. Facilitate the personal, social and educational development of young people  
C. Promote inclusion, equity and young people’s interests and welfare  
D. Develop youth work strategy and practice  
E. Develop, lead and manage self and others (NYA 2012:11-13).

In 2007, a set of four values were created for the industry to reflect the core of the work performed within the youth work sector. Regardless of the national context of workers, the values were written to underpin the standards and recognise that youth work is led by young people. Every youth worker in the United Kingdom is therefore expected to work within the values of:

- Participation and active involvement  
- Equity, diversion and inclusion  
- Partnership with young people and others  
- Personal, social and political development (NYA 2012:10).
When put together, the national standards and values provide the youth sector with a consistent set of competencies which are utilised by academia and industry alike. This appears to be unique in the world. In Australia, for example, competencies are used only by training organisations who deliver the Certificate and Diploma qualifications, to provide the core units a youth worker needs to be trained in. The disbandment of the LSIS in August 2013 was a real concern for the sector and led to the question of who would be responsible for ensuring that the national standards continued to reflect the changes that occur in the youth industry. The Joint Education Training Standards Committees (JETS) (NYA - England, North South ETS - NI, ETS Wales Advisory Committee - Wales) was confirmed as the preferred supplier of youth and community sector standards for the United Kingdom and will conduct the next review in 2017 (NYA 2014).

In theory, every advertised position in the United Kingdom refers to the JNC pay scale which reflects the pay available for particular positions against the duties and responsibilities to be undertaken. Found in the JNC for Youth and Community Workers Handbook, it is updated annually and sets out the various terms and conditions for the youth sector, a list of professionally approved courses and the JNC pay scales and allowances for that particular year. Established in 1961 as a result of the Albemarle Report, the JNC has provided a voluntary collective bargaining process which led to the creation of pay and conditions for youth and community workers in local education authorities. Today it represents the employers and employees of youth organisations of both sectors and negotiates all pay and employment issues for the youth industry (NYA 2016a).

**Youth Workers in the United Kingdom**

There are two levels of youth worker in the United Kingdom, the youth work support worker and the professional youth worker, for which there are a total of 11 possible qualification levels that can be worked through. The first eight are for Youth Support Workers, that is, nonprofessional youth workers who are school students who wish to become youth leaders in settings such as church youth groups or volunteers who are supported by their organisations to gain some recognised training. It is common for many professional youth workers in the United Kingdom to begin their careers in youth work in either of these settings.

Beginning at Level 1 and progressing upwards, each Level begins with a descriptor which provides a brief overview of the ‘complexity and depth of learning and degree of learner autonomy’ expected (McAlinden 2015:11). To gain an award, a certificate or a diploma at the relevant level of qualification, the student must complete the required units (compulsory and optional). The current qualifications available to youth support workers are:

- **Level 2 Award** (1 - 11 credits) more practically based and suitable for young leaders, aged 16 – 17 years of age
- **Level 2 Certificate in Youth Work Practice** (12 - 36 credits) is the equivalent to General Certificate of Secondary Education (GCSE)s grades A-C and is currently
awarded in England, Wales and Northern Ireland to 14 – 16 year old secondary students.

- **Level 2 Diploma in Youth Work Practice** (37+ credits)
- **Level 3 Award in Youth Work Practice** (1-11 credits) – more issues based work
- **Level 3 Certificate in Youth Work Practice** (12-36 credits) – the Joint Negotiating Committee (JNC) recognised as conferring occupational competence for Youth Support Work roles in July 2012, and matches GCSE A-Levels
- **Level 3 Certificate in Youth Work Management** (12-36 credits)
- **Level 3 Certificate in Youth Work Outreach and Detached Work** (12-36 credits)
- **Level 3 Certificate in Youth Work Education and Training** (12-36 credits) – required by those who wish to train others
- **Level 3 Diploma in Youth Work Practice** (37+ credits) acknowledged as good preparation and articulation into all HE programs which lead onto the professional qualified status (McAlinden 2015a).

Covering three broad categories – knowledge and understanding, application and action, autonomy and accountability – which are indicative as opposed to prescriptive, each unit is awarded a specific number of credits where each credit is the equivalent to ten hours of notional study.

It is also possible to complete some units at Level 2 which are then credited towards a later Level 3 qualification.

Qualifications that professional youth workers can obtain are:

- Honours degree: three years full time
- Post Graduate Diploma: one year full time
- Masters: two years full time.

Offered by Higher Education Colleges and universities which have been professionally validated by the appropriate Board, such as NYA in England and the Youth Work Training Board in Northern Ireland, they include a substantial field work placement component of 800+ hours which must be completed before graduation.

**YOUTH WORK TRAINING PROVIDERS**

**Higher Education options**

With 39 undergraduate providers of youth work courses throughout the United Kingdom, four courses, one from each of the constituent countries, have been chosen to be part of this research study:

1. Coventry University, England – Youth Work BA (Hons)
2. University of Edinburgh, Scotland – BA Hons. Community Education
3. Glyndwr University, Wales – BA (Hons.) Youth and Community Work
4. Ulster University, Northern Ireland – Community Youth Work BSc. Hons.

All Honours degrees, a professional pre-requisite for those working in the youth sector since enrolments were taken in September 2010, Coventry’s course is unique in this group, being only six years old as opposed to 40 and 50 years for the others in the study, as well as being the only one not to contain the word ‘community’ in the title. There are only two other degrees in the United Kingdom that have this naming distinction.

All Honours degrees in Youth Work in England, Northern Ireland and Wales take three years to complete, if done full-time as opposed to four years in Scotland, which can be related back to the upgrading of the professional qualification in 2010. Prior to this date professional youth workers were awarded a higher education Diploma.

All programmes that have agreed to be part of this research would agree that they provide “… a solid grounding in such fields as sociology, psychology, social policy, social care, social research, comparative welfare and social services” with a wide range of employment opportunities upon graduation (Coventry University 2013).

How they achieve that differs slightly in emphasis in each institution. At Ulster University, for example, the course emphasises the social sciences in the first year with youth work practice the focus in years two and three. At Glyndwr the course has a strong international focus which is supported by the links created with the EU for study and placement opportunities that can be utilised in the classroom and beyond. Coventry University has added new modules in the area of Health and Self Care in response to recent needs they have witnessed in their local youth communities.

**Tuition costs**

Unlike Australian Universities, the full annual cost of each degree is available for students to freely access on the respective university websites and ranges from £1820 to £7800 for full-time fees in the 2013/14 academic year for these four courses. For £7,800, for example, local students at Coventry University receive, in addition to their tuition:

- A bundle of core textbooks and, where appropriate, course readers
- Contribution to the printing costs associated with essential teaching delivery
- Costs of any mandatory UK day visits
- Criminal Record Bureau Disclosure for those undertaking placements with children (Coventry University 2013).

International students pay significantly more than those from the EU who will pay more than applicants from the United Kingdom, a similar practice seen around the world.
This is very different to Australia where the amount students pay to study each year could almost be put into the ‘secret business’ category. When asked for a fee structure, lecturers and staff tend to be vague and illusive although they are usually published on each institution’s website prior to the commencement of each semester.

**Staff**

With an average of five members of staff in each team, each has extensive industry experience in the youth field. Maintaining their currency in the industry through active engagement with youth organisations and programs, whether in direct program delivery, as a Board Member or external examiner for another program for example, it is deemed to be very important and helps the staff to keep on top of what is occurring in the youth sector.

This is very different to what tends to occur in Australia where research into various aspects of working with young people is how many lecturers and academics in HE remain current. Some have not worked in the field at all or for a minimum amount of time before taking up their positions in university which they may have held for many years. In contrast, all VE staff must hold a *TAE40110 Certificate IV in Training and Assessment*, have relevant experience in the competency they are teaching and are encouraged to take two weeks’ leave each year to engage with their industry with the purpose of continuing their connection to their relevant sector.

At Ulster University it is important to note that the staff are supported by the training teams of YouthAction (sic) Northern Ireland (YANI) and YMCA Ireland, two very active youth organisations situated in Belfast. Teaching into various units of the first year of study and providing a 2-day training course and all associated materials for the fieldwork supervisors, the support staff also coordinate, administrate and assess each placement for first year students.

**Entry Requirements and Selection Process**

Each of the universities in the study requires all applicants to have a Universities and Colleges Admissions Service (UCAS) score between 200 and 240 tariff points at GCE A level or equivalent.

Understanding that not all students will have attained this, especially if they are mature aged students, a variety of other access courses allows candidates to gain a place in their university of choice. However, the exact make up of this depends on the university concerned. Coventry University, for example, also allows students with a British Technical Education Certificate (BTEC) Level 3 Diploma, a vocational qualification awarded to students aged 16 and over in England, Wales and Northern Ireland, entry into the undergraduate degree. However, it has never been utilised by any potential candidate to date.
Because the degree is deemed to be vocational in orientation, all potential students must have recent, relevant face-to-face work experience in either voluntary or paid work when they apply. It is not unusual for potential applicants, who are deemed not to have enough experience, to be asked to reapply the following year once they have gained another year of practical experience in the youth sector.

All potential candidates at each university partake in an interview process lasting between one and two days, where they are asked a variety of questions and perform numerous activities in both group and single settings, to determine their appropriateness for the course they have applied to. Applicants must also complete written exercises which are used to determine each applicant’s ability to succeed academically.

**Course content summary**

Glyndwr University advertises that it will provide students with the

‘… skills for working with individuals and groups to support their personal, social and political development.

(Glyndwr University 2016).

Providing students the opportunities to learn and obtain the skills and knowledge required of them in the workplace, it echoes what each of the undergraduate degrees hopes to achieve.

The first year of each course is given over to foundational studies upon which students build on in the following two to three years. Common for subjects to be delivered as modules or courses, often numbering four in the first year, titles studied include topics such as *Understanding Society, Developing and Managing Reflective Practice, Understanding Self and Others, Developing Issue Based Learning, Community Education, Working with Groups and Individuals, Psychology, Social Policy, Sociology, Youth-Adult Development, Social Politics, Interpersonal Skills and University Writing Skills.*

Second year subjects tend to be more focused on the youth field and include subjects such as *Politics and Social Policy, Creative Skills for Engagement, Management of Evidenced Based Practice, Youth Work in a Diverse Society, Social Policy and Research Methodology.*

In third year, the final year for all students not studying in Scotland, students often study subjects such as *Critical Analysis of Informal Education, International Perspectives in Lifelong Learning, Professional Studies in Supervision and Social Research, Leadership Supervision and Management,* and *Working in Communities.*

**Delivery**

Teaching is interactive and informal with a range of assessment methods integrating classroom teaching with workplace practice as students develop their knowledge and skills in
Community Youth Work practice. Personal reflection is deemed to be an essential aspect of student learning and is woven throughout the course.

Skills development in the areas of communication, information technology and teamwork are matched with a comprehensive knowledge of youth and community work, policy and management processes in service delivery, informal education opportunities and an examination of the National Occupational Standards for Youth Work at Glyndwr (Glyndwr University 2013). Similar delivery methods are evident between each of the courses used in this research for the United Kingdom. A series of lectures, usually lasting 2 – 3 hours, each semester is supported with additional workshops, seminars, group work, student presentations, guest speakers, tutorials and visits.

Tutorials are a very interactive, vital part of each student’s experience at university in the United Kingdom. Providing regular reviews and discussions concerning a student’s progress, tutors also provide advice as required. This represents a very different approach to Australian universities where student support is improving for new and continuing students; however, it still has a long way to go when compared to the United Kingdom model. Many first year students in Australia would say they are left to their own devices unless they exhibit extreme negative academic results which brings them to the notice of staff, more often because they are in danger of failing.

Access to online materials such as recorded lectures, copies of course notes, tutorial solutions, e-books and journals is done through either Moodle or Blackboard, depending on the university system that has been adopted. The incorporation of e-learning into the daily learning experience of students is a major point at all the universities in this study and has had greater success than at other educational institutions researched for this study where it depends upon the experience of the lecturer and the students as to its successful realisation and uptake.

Industry consultation in the format of feedback from placements and an industry advisory group, allows the staff at each educational institution to update the curriculum accordingly. Minor changes may be incorporated as the need arises. However, regular audits of every course conducted every five years, allows for major changes that the staff, the external examiners and students have identified to keep the course relevant to the sector. This process ensures that every qualification in the United Kingdom remains relevant in the areas of content, delivery and output.

**Practicum**

Between one-third and a quarter of the entire number of hours undertaken by students studying youth work in the United Kingdom are dedicated to the practical placement; the remainder is given over to professional studies. Each youth work student must complete 800+ hours of practical placement of which one-third of the hours undertaken by students are dedicated to the practical placement; the remaining two-thirds are professional studies.
Timetabled as both block and hourly requirements each week, depending on the university’s timetable, the first year is a combination of observation and minimal duties, depending on the arrangements each university has with their local youth organisations. By second year students are embarking on field placements in a variety of settings including residential settings, council work and health services in local and overseas placements. Students are encouraged to pursue opportunities both locally and as far afield as possible with overseas exchanges as far as Chicago, Australia and South Africa available to students at Ulster University in their second year.

Third year placements are built around a dissertation that must be presented before the end of the academic year. Bringing together their research skills in an area of interest they have negotiated with the lecturers and tutors, the aim of the dissertation is to provide those who choose youth work with the practical and theoretical perspectives that will make them grounded practitioners in the youth sector.

**Assessment**

Staff at all of the institutions use a variety of assessment methods including essays, class tests, cases studies, exams, group and individual presentations, skills performance reviews, journaling and the required 800+ hours of practicum.

Coventry, for example, uses a range of assessment strategies including assignments, reflective papers, portfolios, exams and presentations. Students must also successfully complete all of their youth work placements which are assessed in situ against the NYA professional standards for youth work and an extensive portfolio. The final grade that students attain is made up from approximately:

- 5% formal examinations
- 55% coursework, tests, essays
- 40% all other assessment types including placement.

**Validation**

For every course there are two external examiners, one for the practical aspect of the course, the other for the theoretical side. An integral part of the assessment team, this is standard practice for all qualifications in the United Kingdom. Filled by academics from similar courses in the United Kingdom, these are paid positions for a contract period of four years. Their role is to provide validation and moderation of all assessments in their allocated area of expertise. Each of the Higher Education degree representatives interviewed talked about the value of these people to their teams - how they provided additional insight to issues concerning assessment and reaccreditation. In place since the 1830s, it is a system that Australian university courses would benefit from greatly.
As of 2016, there is no such system in place for Australian Higher Education qualifications which means that universities are accountable to no-one but their industry, if the sector is consulted at all. Courses that are linked into professional accreditation have more rigorous measures placed upon them but working with an external examiner or regular auditing by an external body, is not part of everyday moderation or validation, especially for youth work that does not have an acknowledged professional body to represent it in these areas.

For VE in Australia this is very different as each year a Moderation and Validation Strategy must be available for scrutiny by the Australian Skills Quality Authority (ASQA). This is only one of the many compliance documents required to demonstrate the training provider is delivering the required curriculum, and has included continued improvements and industry consultation in place for the sake of creating industry relevant graduates at the end of their studies.

**Further Education**

Numerous Further Education programs are delivered throughout the United Kingdom, by both community colleges and youth organisations, as well as schools which may offer the Level 2. Two that will be investigated further for the purposes of this research study are:

1. Ulster University – Community Youth Studies Pre-Vocational Certificate
2. Warwickshire Association of Youth Clubs (WAYC) – Level 2 Youth Work Training.

Much shorter in duration, these programs range in length from 10 weeks to a year, and are delivered on a part-time basis, often once a week, to school students who wish to become youth leaders or volunteers who are supported by their organisations to gain some recognised training.

FE is a common setting for many professional youth workers in the United Kingdom to begin their careers, with FE students work towards completing the required compulsory and optional units for one of the eight qualifications - an award (1 - 11 credits), a certificate (12 - 36 credits) or a diploma (37+ credits) - at Levels 2 and 3. With each associated credit representing ten hours of notional study, students complete, on average, between ten and 370+ hours of study over three broad categories – knowledge and understanding, application and action, autonomy and accountability – which are indicative as opposed to prescriptive.

Delivered through modules in a face-to-face setting, students complete similar assessment tasks as their HE counterparts. Subjects studied will include Reflective Practice, Theory of Youth Work, Young People’s Development, Engaging and Communicating with Young People and Safeguarding in a Youth Work Setting. Placements, for volunteers in particular, must be arranged before the program commences.
FUTURE DIRECTIONS

While there is disappointment at the passing of what has been termed ‘generic’ youth work in the United Kingdom, it is essential that youth work students are able to take advantage of the new opportunities presented by targeted work and are knowledgeable and skilful in such diverse areas of practice such as, and including:

- Education
- Crime prevention
- Health – sex education, drug & alcohol prevention work, mental illness and general well-being
- Accommodation including homelessness, work in hostels, working with those in and leaving care
- School based youth work, including work with school exclusions
- Career advice
- Early intervention work.

To ensure graduates are work-ready upon graduation, additional targeted areas of service delivery will need to be added to their education to ensure they are employable in their chosen career upon graduation as this is where there is growth in the sector. The regular auditing and industry consultation, when placed next to the fact that all staff in both sectors have retained active roles in the youth sector ensures that, despite what is happening politically, youth services and the training of those working in the industry will continue to meet the needs of the young people in their care.

The impact of government policy upon the delivery of youth work is glaringly obvious as it continues to erode the programs and youth workers struggle to provide a service to the young people of the United Kingdom. This was highlighted in December 2015 when an email alert from The Professional Association of Lecturers in Youth and Community Work (TAG) notified its members of two issues that will affect those working in the field.

The first was notification from the Northern Irish Education Minister, John O’Dowd, who confirmed that a Bill was being drafted to repeal the Youth Service (NI) Order 1989 which will see the YCNI, after 25 years of service, cease to exist all bar the Board which will continue to advise the Minister about youth issues in Northern Ireland. The Education Authority will assume “… responsibility for the provision of all youth services funded by the Department” as of 1 April 2016 (DENIb 2015).

The second announcement was the intention of employers in England and Wales to withdraw from the JNC bargaining process. It appears the ‘hope’ is to move youth workers into the same pay scale as all other LA terms and conditions which is seen by the sector as a further erosion of hard fought for pay and working conditions (Taylor 2015).
ANNEX: DETAILS OF THE SIX COURSES IN THE UNITED KINGDOM

The six courses that make up this study are divided into HE and Further Education (FE) courses. The HE courses are:

1. Coventry University, England – Youth Work BA (Hons)
2. University of Edinburgh, Scotland – BA Hons. Community Education
3. Glyndwr University, Wales – BA (Hons.) Youth and Community Work
4. Ulster University, Northern Ireland – Community Youth Work BSc. Hons.

The two FE courses included in the study are:

1. Ulster University - Community Youth Studies pre-vocational certificate
2. Warwickshire Association of Youth Clubs (WAYC) – Level 2 Youth Work Training.

**Coventry University, England – Youth Work BA (Hons)**

One of only three undergraduate degrees in the United Kingdom that does not incorporate Community into the title, this three year, full-time course prepares its students for working in all aspects of the youth sector in England and Wales. The University information page advertising the course states that it

‘…provides a sound professional foundation for working with young people in a changing society (and) will draw on subject areas such as sociology, psychology, social policy and law and is also well placed to offer specialisms in areas such as community youth work, school exclusion, drug and alcohol abuse, careers and employment support, residential youth work and health promotion.’ *(Coventry University 2013)*.

Now being taught out due to a decline of enrolment numbers, the last student cohort was enrolled in September 2015. There were numerous entry pathways into this undergraduate degree allowing for a wide age range of candidates including international students, particularly from the EU. The most common entry method is five GCSE subjects at grade A - C level which must include English Language and Mathematics or specified equivalents, providing candidates with the necessary minimum of 240/360 points for their University College Access Score (UCAS). A British Technical Education Certificate (BTEC) Level 3 Diploma which is a vocational qualification awarded to students aged 16 and over in England, Wales and Northern Ireland also provides entry into this undergraduate degree though this was never utilised. Mature aged students are granted an Access Diploma and must be able to demonstrate a minimum of 15 credits at Level 3 with a Distinction grading while International Baccalaureate graduates must have a minimum of 27 points and those who hold English as a Foreign Language require an IELTS of 6.0.
Because the degree is deemed to be vocational in orientation, all potential students must have recent, relevant face-to-face work experience in either voluntary or paid work when they apply and it was not unusual for potential applicants to be asked to reapply the following year if it was felt they required additional practical experience in the youth sector.

All candidates attended group and individual interviews before completing written exercises to determine if applicants are able to interact comfortably with others and to gauge their potential academic levels of success.

Based on a series of 10 - 12 lectures of 2 -3 hours each per subject per semester, as well as workshops, seminars, group work, student presentations, guest speakers, tutorials and agency visits, each student has a personal tutor who regularly reviews and discusses their progress and provides advice as required. The successful incorporation of e-learning into the daily learning experience of students sees students regularly accessing online materials, such as recorded lectures, copies of course notes, tutorial solutions, e-books and journals and relevant websites, such as the National Youth Agency.

One-third of the studies undertaken by students are dedicated to the practical placement; the remaining two-thirds are professional studies, of which half are specialist youth work units and the remainder are shared courses with social work and other similar degrees in the department. A total of 888 hours of placement must be completed for students to be eligible to graduate, with a minimum of 444 of these being direct face-to-face work with young people. The first placement block occurs between January and May, the second semester of the first year of study, for a minimum of 400 hours. The remaining hours are completed during the second and third years, conducted in approved youth work settings including youth clubs, housing projects, youth offending teams, working with young carers, educationally based youth work in school settings and youth art projects.

Assessed by a qualified youth worker, the placement supervisor, and the allocated fieldwork tutor, this is an important aspect of the course where students develop their skills for working with young people, take opportunities to run youth work projects and develop management skills. Students are also encouraged to participate in an international third year placement through the Erasmus Program, to further enhance their future career prospects. In 2013, two students travelled to the Netherlands and South Africa for 10 weeks as part of this opportunity.

The recently implemented Supporting the Health Needs of Adolescents and Children filled a gap identified through consultation with industry and was first delivered with the other first year subjects of Youth Law and Social Policy and Professional Identity in the 2013-2014 academic year. Working with Groups is also delivered at this time and is a very interactive subject where students design sessions that will help them during their January placements by investigating the difference between formal and informal education and particularly useful for those in educational settings.
During the second year of study, students complete three shared modules with Social Work and Applied Community students: Social Theory, Social Action and the Psychology of Human Growth which covers the human lifespan. Students also study Research Theories and Methods. Timetabling means that the placement may be undertaken between October and May though the actual scheduled module is January to May. Other second year subjects are Youth and Community Development which looks at youth in the community and Supporting the Health Needs of Young People which are delivered in conjunction with the Social Work team. It was stressed by staff that this is not a cost saving measure and actively promotes working in an integrated model from the beginning, an approach that all graduates will encounter in the workplace.

In third year, students complete their remaining placement hours between September and February. Required to demonstrate leadership and management skills over that time, this is reflected upon in the associated assignment submitted for assessment at the end of their placement. Courses in Managing Youth Work, Supervision, a Project and a course on Fund Raising, which is the amalgamation of two previous units Self Organisation and Management are delivered with Challenging Human Opposition, a class taken with Social Work students that teaches students how to challenge any opposition they may witness as practitioners in the workplace.

The three full time members of staff and the lecturers who support the field work placements, all have extensive industry experience in the youth field. Maintaining their currency in the industry through active engagement with youth organisations and programs is very important and helps them to keep on top of what is occurring in the youth sector.

A variety of assessment strategies is utilised including assignments, reflective papers, portfolios, exams and presentations. Students must also successfully complete all of their youth work placements which are assessed in situ against the NYA professional standards for youth work and through a portfolio. A student’s final grade upon completion of their degree is made up of approximately:

- 5% formal examinations
- 55% coursework, tests, essays
- 40% all other assessment types including placement.

University of Edinburgh, Scotland - BA Hon. Community Education

Recently celebrating 50 years of delivery, this four-year undergraduate degree, based in the College of Humanities and Social Science, has three specialisation strands that are taught separately: adult education, community work and youth work.

The entry requirement choices are much simpler with students requiring four non-specified A levels at a B plus grading and experience in the field, with many coming from the voluntary sector to gain a professional qualification. Potential students, of whom just over half are non-
traditional\textsuperscript{19}, is interviewed. The annual fees are advertised on the subject information page of the University website: 2015/16, £1820 for Scottish nationals and those from the EU, £9,000 for RUK and £13,300 for international students.

Taught through a combination of lectures, tutorials, workshops, independent small-group activities and the use of e-learning and virtual learning environments, most of this course is delivered face-to-face on campus by 70 staff from the College of Humanities and Social Sciences where this undergraduate degree sits.

In the first year all students undertake introductory courses in community education, studying four core units during their first year: \textit{Introduction to Community Education, Developing Professional Identity in Community Education, Working with Individuals and Groups and Community Education: Theory, Policy and Politics}. In addition, students must choose one set of two elective courses from the list of eight possibilities:

- Education 1A: Lifespan Development
- Education 1B: Teaching, Learning and the Social Context of Education

- Sociology 1A: The Sociological Imagination: Individuals and Society
- Sociology 1B: The Sociological Imagination: Private Troubles, Public Problems

- Social Policy and Society
- Politics of the Welfare State

- Introduction to Politics and International Relations
- Democracy in Comparative Perspective

Although there is no formal placement during this year students are still expected to gain relevant work experience in either a paid or volunteer capacity in an appropriate setting.

The second and third years are similar in structure in regards to placement with the difference being that students partake in placement blocks of eight and 12 weeks respectively. Their theoretical studies continue to expand each student’s knowledge in regards to the theory and methods used in community education with students choosing an elective from the university’s general elective pool to complement the three compulsory units required of them: \textit{Concepts and Controversies in Community Education, An Introduction to Research in Community Settings} and \textit{Community Education Professional Practice 1}.

In their third year, students begin their specialisation by choosing electives from either the adult education, community work or youth work subject pools, in addition to the four core

\textsuperscript{19} Adult returners or mature aged students, first time university participants in a family, or have moved onto Higher Education, having completed a Further Education access course and articulated through the recognised pathways.
units on their timetable: Politics, Policy and Professional Identity in Community Education, Managing Professional Life, Community Education Professional Practice 2 and Community Education Methods and Approaches: Developing Dialogue. While completing their 10-week placement block, they must complete imperial research which may go towards their fourth year dissertation.

Each week’s study in the fourth year is split between three days in the classroom and two days on practical placement. Repeating the choice of elective subjects from their chosen area of specialty, students complete three core courses: Community Education Honours Dissertation, Community Education Honours Seminar in Social and Educational Theory and Community Education Professional Practice 3. The aim of the dissertation is to provide those who choose youth work with the practical and theoretical perspectives that will give them a grounded understanding of social services. Students are timetabled to spend 28 sessions or 15 hours per week, or two days for 30 weeks, on this task.

Students are assessed by staff and tutors through a variety of methods including exams, essays, portfolios and student presentations whether class or placement based work is submitted.

Glyndwr University, Wales - BA (Hons) Youth and Community Work

The longest established and most extensive course of its kind in Wales, the BA (Hons) Youth and Community Work at Glyndwr University has been professionally recognised since 1978 and was last updated to meet the ever-changing industry needs and policy agendas of the United Kingdom, and particularly Wales, in 2015.

Taking three years full-time or five years part time to complete and costing £7250 for full-time students in the 2014/15 academic year students develop skills that allow them to work in the youth work sectors of Wales or England upon graduation. The course also has a very strong focus on international youth work and continues to create links with the EU for study and placement opportunities that can be utilised in the classroom and beyond.

Glyndwr University acknowledges that not all applicants who apply will have the required UCAS score of 240 tariff points at GCE A level or equivalent so an appropriate AS-Level or Level 3 Key Skills qualification allows eligible applicants to be considered. Selection officers also consider any previous experience in the youth and community work sector and all applicants must successfully obtain a Disclosure and Barring Service (DBS) to check their suitability for working with children and vulnerable adults before they can be offered a place. All applicants deemed suitable are interviewed.

The course advertises that students will gain ‘an in-depth knowledge of youth and community work, including core skills development in the areas of communication, information technology and teamwork. The development and delivery of informal education opportunities and exploring policy and management processes in service delivery’ is matched
with a comprehensive knowledge of youth and community work, policy and management processes in service delivery, informal education opportunities and an examination of the National Occupational Standards for Youth Work (Glyndwr University 2016).

In the first year students study five modules which equate to Level 4 of study: Understanding Society, Understanding Values and Principles, Placement 1 - Reflective Practice, Understanding Self and Others and Developing Learning and Reflective Practice. The first fieldwork placement, Placement 1 - Reflective Practice, a key component of the course, integrates theory and practice in the work space as students work 200 hours in a youth organisation. More often undertaken with youth work employers in the United Kingdom, students are encouraged to do their placements anywhere in the world if they are able to arrange it.

Level 5 is the second year which has the next timetabled fieldwork placement, Placement 2 - Effective Practice where students will complete 400 hours of placement, which is matched with three modules: Politics and Social Policy, Creative Skills for Engagement and Social Research Methods.

The final year, comparable to Level 6 studies, sees students studying Organisational Development, Leadership and Change, International Youth Work and Intercultural Competence, Professional Studies in Supervision and Dissertation and Placement 3 – Negotiated Practice where students will complete 200 hours of youth and community settings.

Four staff, all highly skilled in their areas of expertise including international youth work and work placements, continue to be actively involved in local youth programs in an effort to maintain their currency in the classroom. Responsible for their own areas of teaching as well as being a year tutor for a specific year cohort, they are supported by additional tutors and placement supervisors.

The teaching methods employed include lectures, group work tasks, case study scenarios, role plays, small group discussions, various practical work-based tasks, a series of reflective practice workshops, off site visits and online discussion forums which are conducted on Moodle. A variety of assessment methods are used to grade the various submissions which include in-practice tasks, reports, essays, observational tasks, reflective journals, presentations and a dissertation in the final year.

**Ulster University, Northern Ireland - Community Youth Work BSc Hons.**

This three-year undergraduate degree is delivered fulltime at the Jordanstown campus, outside of Belfast, and part time at the Magee Campus in Derry/Londonderry. Validated by the North/South Education Standards Training (ETS) Committee for Youth Work and recognised by the JNC, it continues a 40-year history of youth work training in Northern Ireland.
In 2015, nine staff made up the teaching team at the Jordanstown campus and two at the Magee campus. All have significant community youth work experience and many have been part of the team for more than a decade. Training teams of YouthAction (sic) Northern Ireland (YANI) and YMCA Ireland support the main staff by teaching into various units of the first year and provide a two-day training course and all associated materials for the fieldwork supervisors, as well as the coordination, administration and assessment of each placement for first year students.

A number of entry requirements must be successfully negotiated before the final selections can be finalised for each new cohort. Firstly, candidates must be able to satisfy the General Entrance Requirements for admission to a first degree course and hold a GCSE pass in English Language at Grade C or above or equivalent. All considered candidates must have A levels with a minimum of 200 of a possible 360 UCAS tariff points, an Irish Leaving Certificate, a BTEC National Diploma, a Scottish Highers with a minimum of 200 UCAS Tariff Points, or an International Baccalaureate score of 24.

Applicants with non-traditional entry qualifications are encouraged to apply; however, they must be able to provide adequate evidence to show they will be able to succeed at University. For example, it is possible for students to be considered under an Assessment or Accreditation of Prior and Experiential Learning (APEL) route. It is available to those who have completed a Further Education youth work qualification and a work-based portfolio.

The final step in the process is an interview which consists of an important, rigorous day-long process which helps staff to select the 25 successful students from the 400+ applicants. Applicants must also demonstrate significant youth work experience that reflects they have undertaken a leadership role with young people and be able to obtain the Enhanced Disclosure from AccessNI or another relevant authority.

Teaching is interactive and informal with a range of assessment methods which integrates classroom teaching with workplace practice as students develop their knowledge and skills in Community Youth Work practice. Personal reflection is deemed to be a very important aspect of student learning and is woven throughout the course.

The first year of the honours degree teaches foundational youth work subjects, including four social science modules of Psychology, Social Policy, Sociology and Youth-Adult Development and a module about interpersonal skills. All students must complete a 10-week placement block, usually undertaken at a local youth centre, to complete a year that focuses on those involved in youth work. Students also learn the importance of self-reflection and analysis for the raising of awareness about their own work and that of others in the sector.

The next year’s focus is all about the ‘what’ of youth work. Exploring the methodology of youth work practice the modules studied include Informal Education, Youth Work in a Diverse Society, Social Policy, Research Methodology, Interpersonal Skills and a second 10-
week placement block, with an option to do an international placing. The university has agreements with companies in Australia, Chicago and Cape Town, South Africa, to take students who are able to negotiate the cost and time of being away and encourages students to negotiate their own arrangements wherever possible.

The final year is about the ‘how’ of youth work. Studying contemporary themes in youth work, leadership supervision and management and working in communities, the year includes a final 10-week placement block that focuses on future career choices or specialisms, and a dissertation based on this placement.

Designed with the intention of providing students with the prospect of obtaining the skills and knowledge required of them in the workplace, students are fully involved in the selection of their placement locations, whether locally or internationally sourced. Students can choose from general youth services such as a youth centre, to criminal justice agencies, counselling-based approaches, residential or community development settings.

As for all degrees in the United Kingdom, this qualification is based heavily on industry consultation to ensure it remains relevant and continues to produce graduates that meet the sector’s standards. A consultative group made up from local sector representatives meets every couple of months to discuss the teaching and learning and how this matches with what is occurring in the youth sector.

The qualification is three-quarters theoretical and one-quarter practical in its orientation. Emphasising interactive teaching methods including small and large group work, question and answering, discussion and lecturing, there are four modules delivered each year for a total of 12 modules over the three years. All of this is supported by a virtual learning environment (VLE) of Blackboard and WebCT.

Staff use a variety of assessment methods for this degree including essays, class tests, case studies, exams, group and individual presentations, skills performance reviews, journaling and all three of the placement blocks.

Students who wish to go onto Postgraduate studies must be working in the field.

**Further Education courses:**

**Ulster University - Community Youth Studies pre-vocational certificate**

This pre-vocational course is run by the Community Youth Work team based at the Magee Campus in Derry/Londonderry, in partnership with YANI and YMCA Ireland. Taught by staff from three different organisations who have a strong history in the field of youth and community work which is complimented by their active current practice, this program is seen as a valid stepping stone for those wishing to apply for the BSc in Community Youth Work at
a later date. The program itself does not have JNC recognition so is not professionally validated.

Applying directly to the Ulster University, candidates must provide evidence of their competence in numeracy and written and spoken English which has been deemed to be at GCSE English ‘C’ grade or equivalent and must attend an interview as part of the selection process. Employer support must be secured before starting the program to ensure students are able to attend their weekly class and an Enhanced Disclosure from Access NI or other relevant authority, showing that they may work with children and vulnerable adults, must also be produced.

Two separate groups attend classes on either Wednesdays in Belfast or Thursdays at Magee in Derry/Londonderry for one year and students learn about ‘the concepts and methods of community youth work relevant to the needs of the young people from diverse backgrounds’ (Ulster University 2013). Delivered as a face-to-face class there are six modules, three of which are compulsory:

- **Engaging with Young People** – a work-based learning module which involves students in 80 hours of logged practicum in the work place, they must plan, deliver and evaluate a piece of youth work practice. This is part of the assessment.
- **Working with Young People**
- **Reflective Practice**.

Three additional modules are taken but these vary each academic year, depending on staff availability and include topics such as *Perspectives on Community Development, Co-ordinating Community Projects, Mentoring and Coaching, The Reflective Volunteer, Introduction to Play Work, Centre Based Youth Work, Street Based Youth Work, Interface Based Youth Work, Risk and Young People* and *Applied Physical Theatre*.

Assessed through essays, seminars, personal and group presentations and work based projects, students are expected to be engaged in a range of roles in either paid or volunteer work for an employer within the Community Youth Work field for a minimum of 16 hours per week which makes up the practicum component of the program.

**Warwickshire Association of Youth Clubs (WAYC) – ABC Level 2 Youth Work Training**

Registered as a charity, WAYC is an association of more than 140 youth clubs from the areas of Coventry, Solihull and Warwickshire in the Midlands of England. Working with young people from inner city areas, former mining communities, isolated rural areas and rural housing estates, the team at WAYC aims to improve the lives of the young people, aged 11 – 25, in its catchment area and does this by providing various programs and training to those who wish to gain skills, knowledge and qualifications in the youth work area.
Taught by the WAYC staff who believe that one of their strengths is that they are all actively involved in the sector, five of the team of eleven are youth workers.

Offered to part-time volunteers and young people who participate in WAYC programs who have been identified with leadership potential, the age range within the classroom cohort is often between 16 and 45 years of age. The majority of those who apply already have placement arrangements through either paid or volunteer work. Those who are not working when they apply are helped to secure work before their course begins.

All learners must have completed an Introduction to Youth Work Course prior to commencing the Level 2 which consists of four units that total 100 hours of learning:

- Theory of Youth Work 40 hours
- Safeguarding in a Youth Work Setting 30 hours
- Young People’s Development 20 hours
- Engaging and Communicating with Young People 20 hours.

Content for this qualification covers the basis of what a youth worker needs to know to affectively work with young people in the United Kingdom. Students study topics such as establishing roles, reflective practice, the values of youth work, safeguarding and designing activities.

Classes are conducted one night per week for 10 weeks in a face-to-face format with students submitting a portfolio of evidence upon completion of the classes which includes workbook evidence, assignments, witness observations, reflective accounts and professional discussions as their assessment.
Appendix Eight: Case Study No. Four – The United States of America

The United States of America (USA) is the fourth largest country in the world, measuring 9.842 million km² and is divided into 50 states, a federal district and five major territories. Forty-eight of the fifty states and the federal district of Washington, D.C., are located between the borders of Canada and Mexico. Alaska sits above these on the northwest coast of Canada and the state of Hawaii is situated in the mid-Pacific.

With a population of more than 320 million people (US Census Bureau 2015a), it is the third most populated country in the world and has an extremely diverse cultural mix with the main groups being white, Hispanic, African-American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islanders and those of two or more races (Statista 2015). In 2013, 13 per cent of the total population was born overseas (Dews 2013).

In 2013, those aged between 0 – 24 years made up 33.1 per cent of America’s total population (US Census Bureau 2015b) with each age group (0 – 5, 6 – 10, 11 – 14, 15- 19, 20- 24) equating to between six and eight per cent of the total population which is divided into the following sub-groups:

- Early childhood
- Child - primary school aged
- Youth -
  - Early adolescence: 10 - 14 years of age
  - Middle adolescence: 15 - 17 years of age
  - Late adolescence and early adulthood: 18 - 24 years (youthpolicy.org 2015).

The Children’s Defense Fund, an independent research body, published The State of America’s Children 2014, which paints a bleak picture of how the nation’s children and young people are faring. Since the Global Financial Crisis (GFC) of 2009, many American working families are struggling to make ends meet with 113.4 per cent of a household’s income, in 2012, dedicated to debt coverage (OECD 2015). With one of the highest rates of child poverty among industrialised countries, despite America’s great wealth, 16.1 million children in America come from families where the annual income for a family of four is $23,492, or $452 per week; 7.1 million are deemed extremely poor with Hispanic children deemed the poorest in the nation (Children’s Defense Fund 2014, Horn & Lipman 2011).

Educational outcomes are not strong with American schools seen to be failing many students with nearly 60 per cent of 4th and 8th graders not able to read or compute at their respective grade levels. The global OECD results for 2012 ranked American 15 year olds at 16/37 for reading and 25 and 27/37 for maths for girls and boys respectfully (OECD 2015). Many youths in the U.S. lack the conditions to thrive which is particularly pertinent for children of colour who are more likely to be enrolled in classes for emotional disturbance. Making up the
majority of one and two year olds in Arizona, California, Florida, Georgia, Hawaii, Maryland, Mississippi, Nevada, New Mexico and Texas, it is expected that the majority of children will be of colour in 2019 (Children’s Defense Fund 2014, Horn & Lipman 2011).

For those aged 10-14 years, moving from elementary to junior high school coincides with adolescence and its greater freedoms, autonomy, and choices. Adult-like pressures to use alcohol, cigarettes and drugs, and engaging in sexual encounters, coincide with higher levels of depression and the inability to resolve conflict without resorting to violence being evident (Carnegie Corporation 2011).

Other social indicators see a case of abuse or neglect occurring every 47 seconds with 1,825 confirmed cases each day. Infants and toddlers are the most likely victims with injuries the leading cause of death (Horn & Lipman 2011, Children’s Defense Fund 2014:6, 36). That seven children and young people are killed by a gun each day sits next to 4,028 arrests for this age group, which is one every 21 seconds (Children’s Defense Fund 2014:28, 40).

Recent research conducted by the United States Census compared the ‘millennium generation’ - young adults aged 18 - 34 years - with the baby boomers of thirty years ago. Today’s young people are better educated but live in greater poverty, earning on average $2000 less than those of the same age in 1980. More likely to be unemployed and not married, those classed as racial minorities have doubled in number in that time, with one quarter of young adults speaking a language other than English at home (Vespa 2015).

**HISTORY OF YOUTH WORK IN THE UNITED STATES OF AMERICA**

The history of American youth work is largely undocumented, especially in regards to what occurred during the 20th century. By the end of 1825, most American states had legislated that those found to be “…delinquent, mentally ill or in need of housing due to poverty or abuse” be removed from their parents’ care. By the mid-1880s many of these children and young people found themselves in smaller, ‘family-style’ cottages staffed by house parents run by religious organisations. Beginning along similar lines to that of Canada, Charles and Garfat (2009) identify that it was dissimilar from the mid-1880s due to the value differences of each country (Stuart 2009:46, Beukes & Gannon 1999).

The importance of the YMCA cannot be understated, as it was the first to offer formal training to lay workers employed at churches, YMCAs and related institutions in 1885 in Springfield in Massachusetts at the School for Christian Workers. Accepting its first international student in 1886, the School underwent a name change to become the International YMCA Training School in 1891. Working closely with young people in numerous arenas, camping was one example with the first summer camp established in 1885 at Camp Dudley on Orange Lake, New York. Aiming to ‘provide children with a positive developmental experience’ by building their confidence and self-reliance while making new friends, it is the longest running summer camp program in America and continues the YMCA tradition of service (Limbert 1957, Springfield College 2015, YMCA 2015).
The ‘discovery’ by Hall in 1908, of childhood and adolescence as special periods of development led to American society increasing its responsibility in regards to the care of its young people. In 1909, the first White House Conference on Child Welfare Issues brought together President Roosevelt and 200 delegates to “… raise public awareness and address children’s issues applicable to the time, including the deleterious effects of institutionalizing dependent and neglected children …” (Michael & Goldstein 2014). Subsequent forums were held in 1919, 1930, 1939, 1950, 1960 and 1970 with similar outcomes by key people working with America’s young people. A call in 2010 by the Child Welfare League of America was for the concept to be reintroduced (Michael & Goldstein 2014).

The findings of Anna Freud (1895 – 1982), who viewed adolescence as a ‘period of developmental disturbance’ and Erikson (1902 – 1994) who taught that a youth’s identity was born of crisis coincided with an increase in juvenile crime during the 1950s. This continued on an upward trajectory into the 1980s when over 40 per cent of the total arrests for the top eight major FBI index crimes – murder, forcible rape, robbery, aggravated assault, burglary, larceny, arson, motor theft – were committed by those under 18 years of age despite the provision of major federal funding to support families and children to reduce the juvenile crime rates (Catalano, Berglunnc, Ryan, Lonczak, & Hawkins 2008, Theokas, Lerner, & Phelps 2005, Hawkins & Weis 1985).

Michael and Goldstein (2014) discuss the importance of ‘milieu treatment’ during the middle of the 20th century, where the notion of utilising a child or young person’s ‘life space’ to promote emotional health and effect change was central to the work undertaken.

“Respect for the individual and involvement in the person’s entire life space, including the events of daily living such as rules and routines, games and activities, problems and struggles, could have a therapeutic impact on the young person.”

(Michael & Goldstein 2014)

This focus became central to the American way of working with young people with outreach programs as one example of working with youth ‘in their space’ to address social problems such as homeless youth, disease prevention, drug use and gang violence in Boston during the mid-1950s. Chicago and Los Angeles applied the same format during the 1960s for intervention work with gangs but ceased when the funding ended, the leadership moved on and other urban issues became higher priorities (Decker, Bynum, McDevitt, Farrell & Varano 2008).

During the 1970s, the work emphasis in this area had a greater child care focus and concentrated more on the early formative years. Those working with the older age groups reacted against this, especially as it became increasingly evident that America’s young people were not becoming ‘productive citizens’ and the problem was expanding. The result was the creation of the positive youth development movement during the 1980s which redefined how young people were regarded and led to the review of practice, policies and services in the
1990s with the aim of focusing on better outcomes and success in later life for those aged in their teenage years (Catalano et al. 2008, Eckles 2015, Theokas et al. 2005:27).

In the 21st century, the overall focus of youth practice is relational, emphasising each individual’s potential for growth across the life span regardless of one’s socioeconomic situation, past negative experiences or clinical diagnoses. Continuing the work begun by the positive youth developmental theorists of 40 years ago, the approach considers ways to develop individuals and social contexts through strengths-based positives and programs that empower young people and their families.

NATIONAL GOVERNMENT YOUTH POLICY

Horn and Lipman (2011:1) note that “The way a nation treats its young people is a barometer of its vitality and future direction.” Currently, there is a movement in the majority of American states to mandate that services continue to the age of 21 which is up from the current 18 years of age, with some states increasing the upper limit to 23 years of age (Schneider-Munoz 2015).

This movement reflects the fact that most youth work is conducted at the State level although there are two federal groups responsible for youth in the U.S.A., the first of which is the Interagency Working Group on Youth Programs (IWGYP) which represents 18 federal agencies that support programs and services focusing on youth. Promoting the ‘goal of positive, healthy outcomes for youth’, it does this through the:

- Creation and support of Youth.gov, formerly known as FindYouthInfo.gov, which creates interactive tools and other resources for youth-serving organisations and community partnerships so they can plan, implement and participate in effective youth programs
- Creation and support of Youth Engaged 4 Change (YE4C), bringing together 16-24 year olds so they can engage in change on personal, community and national levels.
- Identification and dissemination of promising and effective strategies that promote effective community-based efforts that address youth at risk and protective factors
- Promotion of enhanced collaboration that identifies and engages key government, private and Not-for-Profit organisations to improve the coordination and effectiveness of programs that appeal and serve youth, as well as the mechanisms to obtain feedback on how federal initiatives, such as federal funding opportunities, are translated at the local level (youth.gov 2015).

The second federal department is the Office of Global Youth Issues which works globally with agencies and embassies through more than 70 youth councils, despite the fact that the American Federal Youth Council was disbanded in 1986. Headed by Andy Rabens, the Special Adviser for Global Youth Issues at the US Department of State in the Office of the Under Secretary for Public Diplomacy and Public Affairs since October 2014, it addresses
four areas of child and youth development - academic, social/emotional, physical, vocational and civics. Divided into five age groups - 0-5 years, 5-10 years, 11-15 years, 16-20 years, 21+ years of age, the aim is to “build(ing) greater global connectivity and networks to shape the world of tomorrow” (U.S. Department of State 2015a).

The only nation with a legally constituted government that has not ratified the United Nations Convention of the Rights of the Child (UNCROC) (Children’s Defense Fund 2014), the federal response to youth work is a draft policy published in 2013 by the Interagency Working Group on Youth Programs (IWGYP) Paths for Youth. Created through public consultation with a wide range of stakeholders, including young people, families and all levels of government organisations, it led to themes that emerged for “… a vision that acknowledges the importance of pathways to opportunity for youth that include meaningful connections and safe, healthy, and stable places to live, learn and work” (U.S. Department of State 2015b). Global in its focus it aims to ‘… coordinate and amplify global youth policy and initiatives in three primary areas:

1. Engaging youth in honest two-way dialogue
2. Empowering youth as drivers of their own destinies through programs on expanded economic opportunity and skills building
3. Elevating the voice of young people in global affairs and amplifying the issues that affect them (U.S. Department of State 2015b).

The U.S. is unique in that many responsibilities are given directly to the states that in turn devolve some responsibilities to the counties so that more leaders become engaged in the process of supporting their local communities. Believed to be more democratic, each state sets its own regulations which applies to youth work in 2015 as it is funded out of the federally funded education budget which is divided up at the State and county level of administration. Hence, each of the 50 states and 3000 counties has its own complex system related to jurisdiction and youth work expectations, which means that a coherent understanding of the American youth work sector is almost unattainable (Eckles 2015).

The care of youth is therefore considered a local, not a national, concern although the federal government does, from time to time, try to influence the states, which includes providing Title 4E Funding to train child welfare practitioners. A very scattered approach follows as some states focus almost exclusively on social workers; others generously include child and youth care workers in the remit. For example, in California, the state gives the money to the counties, with the three San Francisco counties receiving approximately $400,000 each year to prepare and train social workers and youth workers (Schneider-Munoz 2015).

American youth workers, however, appear to be working in a political vacuum as was demonstrated by the responses provided by 69 CYC practitioners surveyed for this study. Asked to respond to a set of questions with the purpose of establishing how much American youth workers knew about the political status of their practice from a local, national and international perspective, participants were asked:
• To name the Federal youth policy for the USA, nominate when it was written and articulate what it is about
• Indicate if they knew and could name their state or county youth policy
• To articulate what the United Nations Convention of the Rights of the Child is
• To name the country/countries who had not signed it.

Those who participated were at various stages of their career, from students to retired, and held a wide range of positions including presidents of a number of companies. The most popular job title was Executive Director (6) followed by self-employed (4) and retired (4). Other nominated job titles included Youth Therapist, Family Care Manager, Volunteer and Intern Coordinator, Youth Development Facilitator, Clinical Director, Interim Executive Director, Site Supervisor, Bilingual Family Engagement Specialist, Membership Extension Manager and Resident Assistant to name a few. These numerous titles reflect an issue that is common around the world – that youth workers are known by almost every other name than what they do, unlike social workers or teachers, for example, whose titles quickly identify what the job entails.

In regards to the first question, knowledge about the American Federal youth policy, 58/69 answered either ‘IDK’ (I don’t know) or left the answer blank indicating that the majority do not know of the existence of Pathways for Youth. Of the 11 who did respond to the question, one wrote “There isn’t one’ while the other ten provided answers that named a number of other policies dating from 1974 to 2012; one answered that there were a number of policies.

The general inference from these answers is that the majority of American youth workers are not aware of the document’s existence and it has not been widely disseminated to those whom it would impact upon. Nor were those spoken to after the survey was conducted in follow up conversations aware of the two federal groups responsible for youth in the U.S.A. as discussed earlier in this case study.

One respondent answered that the national youth policy was called the Charter for the Rights of Children, implying it was the United Nation’s Convention of the Rights of the Child (UNCROC). That this respondent was aware that this document exists was in contrast to the majority of those surveyed (60/69) who were unable to answer the questions relating to this topic. Asked What is the United Nation’s Convention of the Rights of the Child? Only nine who responded were able to provide some explanation about the document and its purpose. Eleven answered correctly that the USA was not a signatory though seven believed that other countries had also not signed the document.

When asked if their state or county had a youth policy,

• 44 did not respond
• six were unsure
• six named ‘something’
two said yes but gave youth work accreditation/certifications as the policy name.

eleven wrote yes but gave no name.

The overall findings of this survey would suggest that American youth workers are unaware of policies that relate to their work as youth workers nationally (Pathways for Youth) or globally (UNCROC), and only marginally more so locally in regards to State and county policies which govern their work. This is unlike other parts of the world, such as the United Kingdom, for example, where workers have actively battled those in power for better pay and working conditions for both themselves and those they work for, for more than 50 years.

Follow-up conversations with the survey participants revealed that many were embarrassed that they were unable to answer the questions and actively sought out the answers. Once told, they were eager to learn more and wanted to know why their nation had not signed the UNCROC and who Andy Rabens was, the man supposedly representing them on Capitol Hill. The ignorance and lack of knowledge was disturbing.

PROFESSIONALISM: CERTIFICATION AND QUALIFICATIONS

Although the Child and Youth Care profession in America is formally only fifty years old, the quest for professional recognition of the sector has been an ongoing discussion item since the 1970s. The need to promote a ‘competent and stable workforce’ came from the very real concerns that were based on the fact that many entered the field without any suitable training. With no federal national youth development policy in the US there is no universal criteria for the selection of youth workers into their jobs. Each state sets its own standards and within each state each county welfare department nominates its own standards based on guidance from the state. Safety concerns for clients, high staff turnovers and poor career development opportunities led to questions on how to best support those working with America’s children and young people (Curry, Eckles, Stuart, & Qaqish, 2010, Schieder-Munoz 2014).

The importance of educational training and realistic career development opportunities in an environment where none existed, and remains extremely limited, saw the notion of certifying youth workers put forward as early as 1980 when the Association for Child and Youth Care Practice (ACYCP), formerly the National Organization of Child Care Worker Associations (NOCCWA), responded to the issue (Curry, Eckles, Stuart, & Qaqish, 2010, Schieder-Munoz 2015). In 1992, the International Leadership and Coalition for Professional Child and Youth Care (ILCPYC) identified certification of CYC workers as a major goal so that workers would be professionally recognised. A sound certification program that tested the knowledge, skills and attributes of the various practice environments, was important and had been implemented in Texas in 1995 by the Child and Youth Care Institute, formerly the Texas Youth and Child Care Worker Association. The appointment of David Thomas, from Texas, as president of the ACYCP in 1996, saw the certification process become a primary focus and a priority ever since (Curry et al. 2010, Eckles 2015).
It was quickly acknowledged that one method of assessment would not be sufficient for testing every area acknowledged as important by the sector for a competent worker to possess. The solution was a multiple measurement assessment strategy that would consist of:

- a scenario-based exam of 100 situational judgement multiple choice questions taken from 17 realistic case studies set in a variety of work settings
- a supervisor assessment - two supervisors completing a six-item, five-choice survey that assessed the candidate’s on-the-job work competence
- an electronic portfolio completed by the candidate providing evidence of the applicant’s individual reflections on learning and practice in seven areas that would be reviewed by two assessors (Curry et al. 2013, Curry et al. 2010).

Piloted in 2006, between May and July, 775 child and youth care workers in 29 sites in America and two Canadian provinces, sat the pilot exam. The results showed that the exam had a .91 reliability outcome, a valid way to test a worker’s practice knowledge. That the Canadian examples had higher scores than their American counterparts was anticipated as the Canadian examinees were graduate students with CYC qualifications, unlike the American candidates who did not have the same access to university or college courses offering equivalent outcomes (Curry, et al 2009, Curry et al 2010, Eckles 2015).

In 2008, the North American Certification Project, sponsored by the ACYCP, established the Child and Youth Care Certification Board (CYCCB). Providing a platform of opportunities where all involved in the sector could come together to strengthen the workforce, the framework for the national certification process for professional child and youth care practitioners was further refined. The process began with a meta-analysis of 87 competency documents identified by American and Canadian workers as most valued within the field, including the best practice standards a worker should value, know and do in their daily work practice. The result was the development of the North American Competencies for Professional Child and Youth Work Practitioners (2010), which sorted the competencies into five work-focused domains - professionalism, cultural and human diversity, applied human development, relationship and communication, and developmental practice methods (CYCCB 2013, Curry et al 2011). Guiding the development of each assessment task in the CYCCB certification program, the seven benefits of the certification process were identified as:

1. Ensuring a common baseline of competence
2. Increasing motivation and a sense of accomplishment, confidence and empowerment
3. Increasing awareness and mindfulness
4. Signalling a worker’s commitment to professional youth work
5. Being part of something bigger
6. Valuing learning as an end in itself
7. Increasing recognition with awareness of the importance of advocating for certification within and outside of the field (CYCCB 2013).
It was determined that there were three levels of worker for which assessment was required - entry, intermediate and professional/master. The entry level was based on the earlier Texan model and the associate requirements were ‘tweaked’ from what already existed. Progressive in nature, credit is given for previous certification processes undertaken when applying for the next level of practice recognition. The master certification for the ACYCP requires a BA qualification against which candidates are responsible for demonstrating how their course matches the competencies found in all assessment tasks (Schneider-Munoz 2015).

The determination of what a professional CYC practitioner was - an established worker who is competent across all practice settings - took ten years to develop because no one had previously defined what a complete, competent worker looked like (Eckles 2015). Consequently, the ILCPYC created the following definition:

“Professional Child and Youth Care Practice focuses on infants, children and adolescents, including those with special needs, within the context of the family, community and the life span … interaction between persons and their physical and social environments promote the optimal development of children, youth and their families in a variety of settings … assessing client and program needs, designing and implementing programs and planned environments.”

(Curry et al. 2010:59 - 60).

In 2015, the certification process, which is conducted by the CYCCB and ACYCP, utilizes the North American Competencies for Professional Child and Youth Work Practitioners to determine if a worker has had sufficient training in the full range of competencies. Consisting of five sections, each must be successfully completed:

- A written exam comprising 75 multiple choice questions taken from 17 case scenario examples from across a variety of practice settings, which will show that a worker can apply the basic competencies to any given situation or setting. Each level requires a different pass grade:
  - Entry 75%
  - Associate 70%
  - Professional 65%
- An application which is comprised of supporting documentation regarding education and experience
- Two written peer reference reviews that confirms the candidate demonstrates professional character, ethics, and behaviour consistently
- A supervisor’s written assessment examining the candidate’s consistency in 38 specific areas of knowledge and skills demonstrated on-the-job
- An Evidence Portfolio which the candidate compiles showing professional practice though a series of eight reflective essays and activities which is peer reviewed (CYCCB 2015).
Unlike Canada, which offers more than 30 full CYC educational opportunities in most regions, access to formal education and training for child and youth care practitioners in 2015 is difficult to say the least with a comparative handful of universities offering one or more levels of youth worker training. If a worker wants to complete the full range of study options they will study in a number of sites beginning their pre-service training in Wisconsin, move to Minnesota to complete their bachelors, head to Pittsburgh for their masters before finishing up at Harvard for their doctorate, for example (Curry et al. 2011, Schneider-Munoz, 2009).

Consequently, workers obtain their training wherever they can, including their own agencies, ACYCP, CYCCB, other professional associations and universities in social work and education. The litmus test put upon youth workers is to demonstrate how their training matches the necessary 87 competencies, which is done by passing the relevant exam (Schneider-Munoz 2015).

Overall, the surveyed group of 69 youth workers were qualified with 46 of the group answering that they held qualifications which ranged across 20 different levels ranging from certificates to undergraduate and postgraduate degrees, the most popular being a Masters of Social Work (9). These nine also indicated that they were licensed social workers, which is only possible if a candidate has achieved this qualification level; an additional three nominated that they held BSW which implies they will gain their Masters degrees in the near future. Two respondents indicated that they had attained PhDs. Five stated they had graduated but did not give a date and it is most likely to be indicative of high school graduations rather than of tertiary studies. Three did not answer the question and four will graduate with CYC qualifications in May 2016.

Securing employment in the sector generally follows the accepted standards required in the US which includes:

- a criminal background check
- a first aid card
- a BA degree though this is not required by all facilities (Schneider-Munoz 2014).

The best programs also require previous youth work experience and interview all candidates. Successful applicants serve a probationary period of several weeks which generally includes 20 - 40 hours of training as well (Schneider-Munoz 2014).

No state currently requires that CYC workers be certified by law. However, many are looking at the possibility and it is anticipated that states will soon legally require CYC certification as they do for social workers and teachers (Schneider-Munoz 2014, Schneider-Munoz 2015). Many centres are beginning to insist workers apply for certification in an effort to raise their own standards as preferential funding of programs with a larger number of certified workers is evident. In Detroit, for example, 90 youth agencies in six neighbourhood youth development hubs, are hoping to certify all child and youth care workers in the near future.
That this is also the clear aim of the various professional associations is a positive step forward for a profession that is relatively young yet values its worth in the professional world.

**PROVIDERS**

Research has shown that the quality of care and service offered in any profession improves when staff are qualified (Schneider-Munoz 2009). However, with less than two dozen higher educational institutions offering undergraduate and post-graduate degrees for youth workers across America, the main option is provided through in-service training. Offered by most organisations this remains the most popular way to undertake professional development and educational opportunities in the country. Some examples of the major youth worker training courses widely used by workers are offered by private providers, such as the *Child and Youth Care: Basic Course* by the Academy for Competent Youth Work, *Advancing Youth Development* at the Academy for Educational Development (AED), *Residential Child and Youth Care Professional Youth Services* at the University of Oklahoma, *An Advance Supervision Seminar* at the University of Wisconsin Youth Work Learning Centre and *The Journey Fellowship*. All vary in their time commitments and costs.

Reflecting the diversity of the educational and training options available to CYC practitioners in America, three organisations’ offerings, all very different in their delivery and yet all with the same intention of creating competent youth workers for America, will be examined in some detail:

- Kent State University
- The Academy for Competent Youth Work
- The Journey Fellowship.

**Kent State University - Bachelor of Human Development and Family Studies (HDFS) – Child and Youth Development**

One of the few CYC university degrees offered in America, the team at Kent State University have worked hard to create an undergraduate program that prepares its graduates to work with adolescents in non-school settings. Holding to the premise that the quality of the workforce must be the focus of their work, the HDFS is a four-year qualification with six ‘concentrations’ possibilities – Child and Youth Development, Family Life Education, Case Management for Individuals and Families, Human Service Technology, Gerontology and Nursing Home Administration – of which students choose one to major.

Offered since the 1950s, the latest version was first studied in 2009 after a two-year process of mapping the then current course against the meta-analysis of 87 sets of competency documents from North America. Identifying significant gaps in some areas, two new courses – *Positive Youth Development* and *Professional CYC Practice* – were created while others...
were noted to require only minor adjustments to become competently focused. The team also worked with instructors in other programs, such as Recreation and Program Planning, so that their programs could also become more relevant to students who might want to add these to their programs.

With an annual intake in excess of 500 students, students are a mix of predominantly female prevocational and mature aged students from a large cultural mix which reflects America. Accepted as part of the University process, students must only meet the specific course requirements of declaring their pre-HDFS major and gaining a GPA of 2.5 or higher in the courses of *College Writing 1* and *2, Introduction to HDFS, Interpersonal Relationships and Families, Child Development, General Psychology* and *Introduction to Sociology* to continue in the course. Along with an average GPA of three for specific HDFS courses, all of which are taken over the first three semesters of the degree, this ensures students are able to continue in the program. This is managed through students attending a yearly mandatory academic advising with a professional advisor as well as faculty advisors in their chosen concentration.

Twelve academic staff members, all with significant previous industry experience which is maintained through membership on various Boards including the ACYCP and the Certification Board, teach into the four-year program.

Delivered through both face-to-face and online options, with the former the predominant method used because the staff believe it is seen to be more personal and relevant to working in the sector students are learning about, the program is broken into two parts: the first two years are a liberal arts course and the final two years allow students to specialise in CYC work. Each academic year consists of two semesters of 15 weeks each with students taking five courses each semester. The only exception is during their very first semester when they complete six subjects. Three subjects in the first three semesters, one per semester, is a Kent State University core requirement.

Other subjects that students take have a strong focus on the development of people across the entire life span and the major milestones that accompany that. Subjects include *Small Group Processes, Parent-Child Relationships, Family Policy, Quantitative Methods in Psychology, Cultural Diversity, Management of Family Resources, Researching Society and Family Intervention Across the Lifespan*. Professional Development is seen as very important and was strengthened after the course was aligned to competencies.

That practicum, delivered only in the subject *Practicum in HDFS*, offered in the last semester, is seen as an area that requires greater emphasis and significant attention. Required to undertake 15 hours of field placement each week of the semester of study, this can be doubled if the organisation where the field placement is undertaken demands that the student works additional hours so that it is worthwhile for all concerned. Students who complete the case management course will do an extra practicum over two semesters as they complete an internship but this is not taken up by all students.
With no overall assessment strategy, the final decision is determined by the course instructor but typically takes the form of case presentations, leading and adapting activities, recording interviews, knowledge exams and the like.

Career prospects are seen to be very strong and upon graduation students are eligible for CYC Worker certification once they are able to provide evidence of two years of relevant work experience.

**The Academy for Competent Youth Work (ACYW)**

A private training provider based in Texas, the Academy for Competent Youth Work has worked, since its inception in 2001, towards its mission to transform the practice of Child and Youth Care by providing practitioner and trainer training when the Texas Youth and Child Care Worker Association (TYCCWA) sponsored the Academy’s development. The organisation has five core goals:

- To prepare a competent international youth care workforce
- Help youth organisations develop and implement research-based best practices
- Provide leadership in and publicise research into best practices in CYC work
- Advocate for quality services for children, youth and families
- Advocate on behalf of CYC practitioners (ACYW 2016).

ACYW achieves this through the on-line and live dissemination of curricula, instructors and training materials as they promote training that supports ‘ongoing vocational and professional development for practitioners in the CYC field’. Offering five major courses – CYC Basic Course, CYC: Foundations, CYC: Basic Course: Training for Trainers, Training as an Avenue for Organizational Change: Transfer of Training and Skills Coaching and Youth Thrive: Protective and Promotive Factors for Adolescent Health and Well-being – each is matched to the certification process to ensure that all graduates are seen as professionals upon completion of their studies. Ongoing research findings and on-line and technical assistance support this work.

With the aim of enabling as many CYCs as possible to work towards their own professionalisation, anyone who registers and is able to undertake ACYW training is accepted into ACYW programs. Typically, students have been selected and are sponsored by their organisation or come to one of the regionally offered courses open to anyone who can pay. If funds are an issue, then students can apply for a scholarship or use a payment plan.

Although ACYW does not interview incoming students, it does interview potential trainers who officially apply through an application process and must prove that they have a strong background in CYC. Strong training experience and the ability to motivate others are common traits of the more than 60 trainers located across the US in various child and youth
work organisations. All have extensive experience in CYC work and related fields, and are supported by a team of senior instructors.

Classes, consisting of between 10 and 30 students with a cap of 40 being the maximum number taken at any one time, are delivered in 32 and 40 hours to entry level workers. The CYC: Basic Course and the blended on-line and live CYC: Foundations Course requires students to complete six to eight five-hour modules on the topics of:

- Introduction to Professional CYC Practice
- Professional Ethics and Regulation
- Brain-based Guidance Techniques
- Assessment and Documentation
- Communication
- Developmentally Based Programming
- Relationship Development
- Group Work
- Activity Development and Leadership
- Supervising Children and Youth
- Cultural Diversity.

Students work through a manual designed specifically for the course which is full of activities, exercises and valuable resources designed to support each student’s learning that are completed in and out of class time. Created with the aim of assisting youth workers in completing their professional certification, the entry-level certification exam is the assessment strategy for the CYC: Basic and Foundations courses. Students who qualify for higher levels of certification are encouraged to test at the level that best fits their background, experience, and competence.

In regards to the future, ACYW has three main foci:

1. Continue to support the youth sector through the development and provision of more courses tailored to meet the needs of the CYC sector
2. Continue to provide infrastructural support to CYC professional associations, the International CYC-Network and scholarship funds to expand access to professional development opportunities.
3. Continue to produce research that relates to understanding the impact of competent, credentialed CYCs on outcomes with young people and their impact on organisations.

By doing these three things, the company believes it will continue to support youth workers in the United States to gain their certification to become recognised professionals who are equipped to offer competent, high quality services to children, youth and their families in all youth serving organisations.
The Journey Fellowship

The Journey Fellowship began in 2002 when a group of funders, youth workers and interested organisations came together for a weekend retreat. The last day was spent reflecting on what the benefits of such a program would be for others in the field, and with financial support from the Lilly Foundation, which led already sponsored similar programs for teachers and the clergy, a renewal program was established for youth workers. The difference was that instead of being for individuals as the other programs were, this would be for a group of 25 youth workers at a time as it was felt that the nature of the sector would not lend itself to the previous model.

After extensive research into what makes for the best fellowships, the two founding members created the Journey Fellowship with the following in mind:

- Focused attention over time
- Had to occur more than once
- Most participants receive some form of payment to be part of the fellowship
- Includes a travel experience, preferably overseas.

In 2016, the Journey Fellowship programs continue to fulfil each of these four criteria through “… a variety of programs that seek to support the renewal and professionalization of current and prospective youth workers in Indiana and around the country since its inception in 2002” (The Journey Online 2015).

Twenty-five fellows are chosen for each of the three groups every year:

- **Students** who are offered the ‘unique opportunity … to explore careers working with youth and become better grounded in who they are” (The Journey Online 2015). Learning about career options in youth development, participants receive $1500 to go towards an internship to work at an Indiana youth organisation over the summer vacation period.

- **New Professionals** are aspiring youth workers who have been working in the field for between 1 - 3 years and are looking to jump start their experience and contribution within the field. They must have their employer’s support while part of the program and $1000 is paid to the organisation to help with back-fill and other associated costs related to their candidate participating in the program. The students receive $500 which is to be put towards either a class of their choice or their certification.

- **Executives** who participate in the program are all responsible for other youth workers within their organisations and receive $1000 for themselves and $500 for renewing their organisations.

A three step process is followed each year when selecting the next group of Fellows:
1. Applicants are nominated, usually by previous Fellows but not always
2. A letter with all relevant details is sent to the applicant, including a link to the application form which they need to complete
3. Based on the applications, the previous year’s class for each group chooses the corresponding Fellows for the following year.

Only those applicants from the student group are interviewed to ensure that they are vocationally focused upon the youth sector and are able to fulfil the outcomes expected of the student group.

The program is delivered through retreats which are of 3 days/2 nights duration held throughout the year. Students attend three retreats held in February, April and August, spending the time focusing on the best academic path for their success, the various job opportunities available to them and the tools for success to achieve the goals such as what to expect from a job interview. Their summer vacation is spent in an internship of their choice.

The New Professionals and Executives each attend four retreats throughout the year, starting in February. For the New Professionals, the emphasis is their career, where they are now, where they see themselves professionally in the future and what they need to put in place to achieve those goals. The Executives’ group spend the year focusing on their own renewal so they can support their staff and themselves onto greater success.

The creation of a new group, the Renewal Guides, a group of 15 past Journey Fellows, in 2014, looked at what future directions could be taken. They reported back that the model is working very successfully and that replicating that model would be more beneficial than creating a new one. Advocacy for those in the field sees the group addressing a variety of issues as they arise, such as the identification that many youth workers in America do not have the means to retire which is an increasing issue as many age out of the sector. Consequently, the possibility of who else in the youth sector would benefit most from this process has created many possibilities that the team are exploring.

As well as the scheduled retreats there are a series of networking and professional development opportunities open to all of the 900+ fellows who have been through the program over the past 13 years. Whether one off meetings around a specific topic, such as trauma informed care, or an international journey to observe youth work in another country, be that Australia, Canada or the Caribbean, once a Fellow always a Fellow, a badge of honour worn by all who have been involved with the program to date.

Although there are no formal assessments conducted as part of this training a pre- and post-test has been conducted as part of an ongoing evaluation strategy before every retreat and international excursion for the purposes of establishing if the outcomes set by the organising team were met and what changes may be necessary for future programs. A ten-year assessment was also conducted by an independent organisation as part of the funding
conditions imposed by the Lilly Endowment which proved that the program continues to be successful in achieving its aims and objectives.

Three staff are responsible for the day-to-day running of the Journey Fellowship, each with their own focus which supports the work that they do and each other:

- Administration and Organisational duties
- Communications and Retreats
- Funding and Partnerships.

Working towards the same outcomes as when the Fellowship was created – to “… support the renewal and professionalization of current and prospective youth workers in Indiana and around the country” (The Journey Online 2015) - the Journey continues to achieve its goals.
Appendix Nine: Letter to Appraisers - Appraisal of the Model for Bachelor of Arts (Community Youth Work) Australia

Jennifer Brooker
PhD Student
RMIT University
Melbourne
Australia.

August 2015

Following is a new and comprehensive pre-service youth work model for Australia training designed for Australian youth work graduates and workers of the 21st century which has been based upon current and historic pre-service youth work education and training programs. Key stakeholders, including educators and members of the youth industry, will make comment about this model.

Thank you for agreeing to appraise the Model Course for Bachelor of Arts (Community Youth Work) Australia with its component subjects which has been created as part of my Doctoral studies at RMIT University. I ask that you do not disseminate any part of this model to any other person under any circumstances in keeping with the nature of this study.

Please return your responses to jennifer.brooker@rmit.edu.au by September 30 2015.

Appraisal Instructions:

Please read through the course carefully, rate each question based upon the following scale (1= Not relevant, 2 = Somewhat relevant, 3 = Relevant, 4 = Very relevant) then comment on the question. All responses will be kept confidential and will be used only for the purposes of this study.

Questions:

- How would you rate the proposed name, Bachelor of Arts (Community Youth Work), for the qualification?
  Scale: 1 2 3 4
  Comment:

- Course aims and objectives:
  1. How would you rate the course’s central aim? (p 2)
     Scale: 1 2 3 4
     Comment:
  2. How would you rate the qualification’s overall objectives? (p 2)
     Scale: 1 2 3 4
     Comment:

- Delivery overview, areas of focus and subject sequence:
  o How would you rate the course delivery overview? (p 6)
     Scale: 1 2 3 4
Comment:
- Is the progression from semester to semester/year to year logical and cohesive? (pp 2-4,5)
  Scale: 1 2 3 4
Comment:
- In your belief, have any necessary areas of study required by youth work graduates been overlooked?
  Scale: 1 2 3 4
Comment:

- Appraisal of the subjects:
  Looking at each of the subjects individually, how would you rate the subject’s objectives, listed skills, assessments and reflective questions?

1. The Youth Work Sector: Its History and Diversity

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
Comment:
- Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
Comment:

2. Working with Children and Young People in Diverse Settings
- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
Comment:
- Is the skills development for this subject sufficient for this year level of study?
3. Program Delivery in Diverse Community Youth Work Settings

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

4. International Dimensions of Community Youth Work

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
2. Children and Young People in Local and Global Contexts:

1. The Psychology of Child and Youth Development
   - How well does this subject fit into the overall coherence of the course?
     Scale: 1 2 3 4
     Comment:
   - Are the objectives realistic?
     Scale: 1 2 3 4
     Comment:
   - Is the content comprehensive enough for this year level of study?
     Scale: 1 2 3 4
     Comment:
   - Is the skills development for this subject sufficient for this year level of study?
     Scale: 1 2 3 4
     Comment:
   - Will the assessments for this subject test the students’ knowledge fully?
     Scale: 1 2 3 4
   - Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
     Scale: 1 2 3 4
     Comment:

2. Children and Young People in Their Cultural Contexts
   - How well does this subject fit into the overall coherence of the course?
     Scale: 1 2 3 4
     Comment:
   - Are the objectives realistic?
     Scale: 1 2 3 4
     Comment:
   - Is the content comprehensive enough for this year level of study?
     Scale: 1 2 3 4
     Comment:
   - Is the skills development for this subject sufficient for this year level of study?
     Scale: 1 2 3 4
     Comment:
   - Will the assessments for this subject test the students’ knowledge fully?
     Scale: 1 2 3 4
   - Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
     Scale: 1 2 3 4
     Comment:

3. Children and Young People: Working with the Family
   - How well does this subject fit into the overall coherence of the course?
     Scale: 1 2 3 4
Comment:
• Are the objectives realistic?
Scale: 1 2 3 4
Comment:
• Is the content comprehensive enough for this year level of study?
Scale: 1 2 3 4
Comment:
• Is the skills development for this subject sufficient for this year level of study?
Scale: 1 2 3 4
Comment:
• Will the assessments for this subject test the students’ knowledge fully?
Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
Scale: 1 2 3 4
Comment:

4. Working with Australia’s Indigenous Youth
• How well does this subject fit into the overall coherence of the course?
Scale: 1 2 3 4
Comment:
• Are the objectives realistic?
Scale: 1 2 3 4
Comment:
• Is the content comprehensive enough for this year level of study?
Scale: 1 2 3 4
Comment:
• Is the skills development for this subject sufficient for this year level of study?
Scale: 1 2 3 4
Comment:
• Will the assessments for this subject test the students’ knowledge fully?
Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
Scale: 1 2 3 4
Comment:

5. Children And Young People in a Digital Age
• How well does this subject fit into the overall coherence of the course?
Scale: 1 2 3 4
Comment:
• Are the objectives realistic?
Scale: 1 2 3 4
Comment:
• Is the content comprehensive enough for this year level of study?
Scale: 1 2 3 4
Comment:
• Is the skills development for this subject sufficient for this year level of study? 
  Scale: 1 2 3 4 
  Comment: 
• Will the assessments for this subject test the students’ knowledge fully? 
  Scale: 1 2 3 4 
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject? 
  Scale: 1 2 3 4 
  Comment: 

6. Children and Young People: Working in Child Protection 
• How well does this subject fit into the overall coherence of the course? 
  Scale: 1 2 3 4 
  Comment: 
• Are the objectives realistic? 
  Scale: 1 2 3 4 
  Comment: 
• Is the content comprehensive enough for this year level of study? 
  Scale: 1 2 3 4 
  Comment: 
• Is the skills development for this subject sufficient for this year level of study? 
  Scale: 1 2 3 4 
  Comment: 
• Will the assessments for this subject test the students’ knowledge fully? 
  Scale: 1 2 3 4 
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject? 
  Scale: 1 2 3 4 
  Comment: 

7. Working with Children and Young People from Conflict Regions: An Issues Approach 
• How well does this subject fit into the overall coherence of the course? 
  Scale: 1 2 3 4 
  Comment: 
• Are the objectives realistic? 
  Scale: 1 2 3 4 
  Comment: 
• Is the content comprehensive enough for this year level of study? 
  Scale: 1 2 3 4 
  Comment: 
• Is the skills development for this subject sufficient for this year level of study? 
  Scale: 1 2 3 4 
  Comment: 
• Will the assessments for this subject test the students’ knowledge fully? 
  Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

3. Policy and Procedures for Community Youth Care:

1. Legal and Ethical Considerations in Community Youth Work
• How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
• Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
• Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

2. Evolution of Social Policy in Community Youth Work
• How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
• Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
• Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

4. Community Youth Program Skills:

1. Communication Skills for Multicultural Contexts

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?

2. Group Facilitation Skills for Young People

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
• Are the objectives realistic?
  Scale: 1  2  3  4
  Comment:

• Is the content comprehensive enough for this year level of study?
  Scale: 1  2  3  4
  Comment:

• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1  2  3  4
  Comment:

• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1  2  3  4

• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1  2  3  4

3. Case Management in Community Youth Settings
• How well does this subject fit into the overall coherence of the course?
  Scale: 1  2  3  4
  Comment:

• Are the objectives realistic?
  Scale: 1  2  3  4
  Comment:

• Is the content comprehensive enough for this year level of study?
  Scale: 1  2  3  4
  Comment:

• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1  2  3  4
  Comment:

• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1  2  3  4

• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1  2  3  4
  Comment:

4. Design, Delivery and Evaluation of Community Youth Programs
• How well does this subject fit into the overall coherence of the course?
  Scale: 1  2  3  4
  Comment:

• Are the objectives realistic?
  Scale: 1  2  3  4
  Comment:

• Is the content comprehensive enough for this year level of study?
  Scale: 1  2  3  4
  Comment:
5. Leadership and Management within Community Youth Contexts

- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
  Comment:
- Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:


- How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:
- Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:
- Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:
- Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

5. Vocational Preparation and Practice (780 hours):

  1. Assessed Field Placement (Y1: 240 + Y2: 240 + Y3: 300 = 780 hours)
  • How well does this subject fit into the overall coherence of the course?
    Scale: 1 2 3 4
    Comment:
  • Are the objectives realistic?
    Scale: 1 2 3 4
    Comment:
  • Is the content comprehensive enough for this year level of study?
    Scale: 1 2 3 4
    Comment:
  • Is the skills development for this subject sufficient for this year level of study?
    Scale: 1 2 3 4
    Comment:
  • Will the assessments for this subject test the students’ knowledge fully?
    Scale: 1 2 3 4
  • Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
    Scale: 1 2 3 4
    Comment:

  2. Youth Work Principles, Practices and Interpersonal Skills
  • How well does this subject fit into the overall coherence of the course?
    Scale: 1 2 3 4
    Comment:
  • Are the objectives realistic?
    Scale: 1 2 3 4
    Comment:
  • Is the content comprehensive enough for this year level of study?
    Scale: 1 2 3 4
    Comment:
  • Is the skills development for this subject sufficient for this year level of study?
    Scale: 1 2 3 4
    Comment:
  • Will the assessments for this subject test the students’ knowledge fully?
    Scale: 1 2 3 4
  • Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
    Scale: 1 2 3 4
    Comment:

  3. Community Youth Work Project (Year 3)
  • How well does this subject fit into the overall coherence of the course?
• Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:

• Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:

• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:

• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4
• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

4. Dissertation (Honours)
• How well does this subject fit into the overall coherence of the course?
  Scale: 1 2 3 4
  Comment:

• Are the objectives realistic?
  Scale: 1 2 3 4
  Comment:

• Is the content comprehensive enough for this year level of study?
  Scale: 1 2 3 4
  Comment:

• Is the skills development for this subject sufficient for this year level of study?
  Scale: 1 2 3 4
  Comment:

• Will the assessments for this subject test the students’ knowledge fully?
  Scale: 1 2 3 4

• Will the reflective questions allow the students to demonstrate the relationship between theory and practice for this subject?
  Scale: 1 2 3 4
  Comment:

5. Appraisal of the overall assessments:
  o Do you believe there is sufficient variation in the assessment types proposed?
    Scale: 1 2 3 4
    Comment:
  o Do you believe the assessments are weighted correctly?
    Scale: 1 2 3 4
    Comment:
• Appraisal of the course’s theory/practice balance:
- Appraisal of electives:
  - How would you rate the electives that are offered?
    - Accommodation Options for Children and Young People
    - The Artistic Connection – Utilising the Arts When Working with Children and Young People
    - Career Counselling in Youth Work Contexts
    - The Physical and Sexual Health Status of Australia’s Children and Young People
    - Working with Children and Young People Affected by Alcohol and Other Drugs
    - Working with Children and Young People Affected by Mental Health Issues
    - Working with Disabled Children and Young People
    - Working with Children and Young People in Educational Settings
    - Working within the Australian Juvenile Justice System
    - Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People
  Scale: 1 2 3 4
  Comment:
  - Are the electives offered varied enough to add to the subjects offered within the overall course?
  Scale: 1 2 3 4
  Comment:
  - Should any of the electives be core subjects?
  Scale: 1 2 3 4
  Comment:
- Overall appraisal of course for work-ready graduates:
  - Do you believe that students will graduate with a good balance between theory and practice?
  Scale: 1 2 3 4
  Comment:
  - Do you believe that students of this proposed program would graduate with the necessary essential knowledge and competencies required of new youth workers?
Will students be work-ready upon graduation?

Thank you for your time and thoughts on the new model. Your expertise and comments are greatly valued and will go towards the final model for my PhD study.

Yours sincerely,

Jennifer Brooker
RMIT University
Melbourne
Appendix Ten: Appraisal of the Model for Bachelor of Arts (Community Youth Work) Australia

Introduction

This youth work training model has been created with the intention of ensuring students are work-ready upon graduation to work with those aged between 4 – 25 years. Consisting of recommended objectives, content, skills and assessment details, the qualification comprises of 20 core units, two electives and 780 hours of assessed vocational practice for the recommended initial undergraduate degree of three years. An additional option of an extra Honours year has also been included.

Providing training to cover the necessary understanding and abilities youth workers require so they are fully prepared for entry level work upon graduation will enable them to support their clients fully, a fundamental requirement of youth worker training. Built around a strengths-based framework of positive development, students will graduate with knowledge in the areas of sociology, psychology, the physical, emotional, cognitive and social development, cultural awareness, family composition and important youth issues such as alcohol, drugs, employment and career planning together with health concerns including mental health issues, from within political, economic, religious and social contexts.

Designed to provide adequate opportunities for the knowledge acquisition, skill development, attitudinal dispositions and ethical behaviours necessary for Australian graduates to become successful entry level workers in the youth sector upon graduation in the 21st century, the aim of this qualification is to ensure graduates are work-ready upon completion of their studies. Promoting the whole-istic education of graduates and therefore workers, what makes this model different to other youth work undergraduate degrees is the strong emphasis on the demonstration of the practical application of the qualification’s theory throughout the learning period, ensuring students are both capable and competent upon graduation.

Students will graduate with the work place skills of successful communication between colleagues and clients, networking for client support, program creation, development and evaluation, productive research identifying trends successes and gaps in services, focused case management and health awareness, as well as certificates in First Aid and Mental Health First Aid (Youth).

Increasing the age range and adding the word community are two important aspects incorporated into the new model with the intention of broadening the depth of the knowledge, skills and reach graduates of this new model will take into the sector upon graduation. Extending the qualification’s age range focus from 10/12 – 25 years to 4 – 25 years to cover all years of education ensures that more children and young people are supported to become resilient individuals who are active members of their communities and society and mirrors what is anecdotally occurring in the sector. The addition of the word community to the title.
reflects the importance of involving all who are key to a young person’s life and therefore overall development and will help to ensure that Australia’s children and youth will thrive because Australia’s youth workers have been actively prepared and are able to match the theory to the everyday practice of the work place.

As a result, the children and young people of Australia, will be better prepared and equipped for their later lives because they will be ‘… someone who has developed a positive identity, a meaningful and satisfactory life, a sense of well-being, and personal competences and is making a contribution to his or her family, community and/or society” (King, Clardy and Ramos 2010:434-5).

Central Aim

The central aim of the model is to provide Australian youth work graduates with a qualification that imparts the necessary knowledge, skills, attitudes and behaviours required for entry level work within the community youth sector when working with clients aged between 4 – 25 years of age in a variety of community settings including government and youth sector agencies and a range of sites including accommodation, education, health, welfare and youth justice, involving many functions including advocacy, career guidance, employment, legal support, policy development or counsellor.

Qualification Objectives

For the purposes of the new proposed model for youth work training, the broad objectives for graduates are to:

- Work in a largely independent capacity under the supervision of a manager in a range of contexts including residential care, education, youth justice, group settings, etc.
- Develop, deliver, facilitate and evaluate programs and services for children and young people that address their behavioural, developmental, social and welfare needs
- Encourage, support, involve and empower young people to significantly contribute to their own personal social development
- Exhibit the interactive skills of advocacy, communication, group work, management, programming and research within the youth work environment
- Confidently act and think independently while maintaining the personal and professional rights and responsibilities necessary in the workplace within legal and ethical considerations
- Successfully implement the policies and guidelines of the employing organisation and relevant legal system in an ethical manner
- Participate in on-going professional development and personal learning related into the field of youth work.
Overview of the model

The model will have five areas of focus:

1. **The Youth Work Sector: Its History and Diversity**

   **Objective:** Students will learn about the history of youth work and its development since its inception, including where community youth work has been located, and continues to be situated in the 21st century within local, national and international contexts. The courses which will address this will be:

   - The History of Community Youth Work: Its Policies and Practices
   - Working with Children and Young People in Diverse Settings
   - Program Delivery in Diverse Community Youth Work Settings
   - International Dimensions of Community Youth Work.

2. **Children and Young People in Local and Global Contexts:**

   **Objective:** Students will learn about various aspects of young people’s (4 – 25 years) lives including a young person’s physical, social, emotional, cognitive and linguistic development as well as the important issues pertaining to young people in Australia and around the world. The courses which will address these topics will be:

   - The Psychology of Child and Youth Development
   - Children and Young People in Their Cultural Contexts
   - Children and Young People: Working with the Family
   - Working with Australia’s Indigenous Youth
   - Children And Young People in a Digital Age
   - Children and Young People: Working in Child Protection
   - Working with Children and Young People from Conflict Regions: An Issues Approach

3. **Policy and Procedures for Community Youth Care:**

   **Objective:** Students will learn about working within the Community Youth Work sector, focusing on the development of social policy which affects those aged 4 – 25 years, the legal and ethical considerations for working with this age group and how organisations and government work together for the benefit of young people. The courses which will address these issues will be:

   - Legal and Ethical Considerations in Community Youth Work
   - Evolution of Social Policy in Community Youth Work
- Working within Organisational and Government Structures of Community Youth Work.

4. Community Youth Program Skills:

Objective: Students will learn about all aspects of program delivery, whether for groups or individuals, how to make them relevant for children and young people aged 4 – 25 years, as well as the skills necessary to ensure all aspects of their success. The courses which will address these topics will be:

- Communication Skills for Multicultural Contexts
- Group Facilitation Skills for Young People
- Case Management in Community Youth Settings
- Design, Delivery and Evaluation of Community Youth Programs
- Leadership and Management within Community Youth Contexts
- Research and Project Management Skills.

5. Vocational Preparation and Practice (780 hours):

An important element of the new model is the strong emphasis on the Work Integrated Learning (WIL), or Assessed Field Placements (AFP), where students participate in a variety of workplace activities for the purposes of practising and honing the theory learnt on the course in an adequately supervised practical situation (Smith & Harris 2000). Students will be required to complete 780 hours of practicum over the three years, bringing the new course into line with overseas qualifications where field placement is seen as an integral part of a student’s studies.

Objective: Each year students will participate in an Assessed Field Placement (AFP) in a different youth organisation and industry setting each time, allowing them to test the theory learnt in the classroom with the realities of service delivery. Supported by professional development classes held every month at the University, students will learn and consolidate specific work-focused skills and knowledge relevant to the Community Youth Work space, including Work Health and Safety (WHS), First Aid, resume writing and basic computer skills (e.g. excel, emails, etc.). These classes will also provide an arena where students can discuss and reflect on their practice in a safe, supported space. The courses which will address these topics will be:

- Assessed Field Placement (Y1: 240 + Y2: 240 + Y3: 300 = 780 hours)
- Youth Work Principles, Practices and Interpersonal Skills
- Community Youth Work Project (Year 3)
- Dissertation (Honours).
Overview of the delivery

Conducted predominantly through a face-to-face delivery mode over a yearly 32-week period, students will complete 240 hours of practicum during years one and two respectively, and 300 hours in the third year. An optional Honours fourth year for graduates will also be available for those who wish to take their studies further.

Learning activities utilised during the course will include the presentation of material and theoretical content to facilitate and stimulate active class discussion, case study analysis, group work, examination of research findings pertaining to historical and current news items related to the youth sector, media clips, research texts and field placements. Lecturers and sessional staff with current competency and experience in the youth sector, guest speakers from industry and site visits to youth organisations will provide specialised skills and knowledge from the field to ensure the material presented to students is relevant to their future work practices (Houston & Pelavanuic 1998).

Each year students will collate the work produced for the creation of a Learning Portfolio with the intention of providing themselves with the opportunity to explore the various issues addressed both in and out of the learning environment identified throughout each year of studying. Zubizarreta (2004) and Brown (2004) see this experience of reflection as an important aspect of tertiary studies when addressed against stipulated criteria.
### Table 3: Delivery plan

<table>
<thead>
<tr>
<th>Year</th>
<th>AQF Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1.1 History of Community Youth Work: Its Policies and Practices</td>
<td>2.2 Children and Young People in Their Cultural Contexts</td>
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<td>2.1 The Psychology of Child and Youth Development</td>
<td>2.3 Children and Young People: Working with the Family</td>
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<td>4.1 Communication Skills for Multicultural Contexts</td>
<td>4.2 Group Facilitation Skills for Young People</td>
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<td>3.1 Legal and Ethical Considerations in Community Youth Work</td>
<td>1.2 Working with Children and Young People in Diverse Settings</td>
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<td></td>
<td>5.2 Youth Work Principles, Practices and Interpersonal Skills: A 3-hour workshop timetable once each month (Feb. – Oct.)</td>
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<td>5.1 Assessed Field Placement: 240 hours in 2 – 3 organisations for a minimum of 50 hours per placement with support classes every month: Professional development incl. CV writing, communication, site visits/mapping the sector, introduction of reflective practice etc.</td>
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<td>2</td>
<td>5</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (1)</td>
<td>2.4 Working with Australia’s Indigenous Youth</td>
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<td>4.3 Case Management in Community Youth Settings</td>
<td>2.5 Children And Young People in a Digital Age</td>
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<td>4.4 Design, Delivery and Evaluation of Community Youth Programs</td>
<td>3.2 Evolution of Social Policy in Community Youth Work</td>
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<td>Elective 1</td>
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<td>4.5 Leadership and Management within Community Youth Contexts</td>
<td>1.4 International Dimensions of Community Youth Work</td>
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<td>4.6 Research and Project Management Skills (1)</td>
<td>2.6 Children and Young People: Working in Child Protection</td>
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<td>5.3 Project</td>
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<td>3.3 Working within Organisational and Government Structures of Community Youth Work</td>
<td>1.3 Program Delivery in Diverse Community Youth Work Settings (2)</td>
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<td>5.1 Assessed Field Placement: 300 hours in one organisation with a support class every month</td>
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<td>8 Hons.</td>
<td>Elective 3</td>
<td>5.4 Dissertation</td>
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<td>2.7 Working with Children and Young People from Conflict Regions: An Issues Approach</td>
<td>1.4 Program Delivery in Diverse Community Youth Work Settings (3)</td>
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<tr>
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<td></td>
<td>5.1 Community Youth Work Practicum: 300 hours in one organisation with a support class every month</td>
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Resource material will be provided online through the University’s Virtual Learning Environment (VLE) system for maximum accessibility to support all face-to-face and on-line sessions.

Course delivery

Year 1

5.2 Youth Work Principles, Practices And Interpersonal Skills (1)

- **Objectives:** At the end of this course students will be able to:
  - Apply their theoretical knowledge to practice at a foundation level of entry and preparation for the sector
  - Maintain a strengths-based approach in their work practice
  - Maintain a professional demeanour through the setting of professional boundaries and applying self-care practices
  - Obtain First Aid and Mental Health First Aid (Youth) certificates
  - Differentiate between safe and hazardous practices, including WHS requirements for the work place.

- **Content:** Personal and professional development 3-hour seminars are to be held once a month with the purpose of supporting students in their Assessed Field Placements (AFP). In each class a guest speaker from the youth work industry will speak to students and answer questions about their practice and experiences, addressing a specific area of interest such as dealing with parents/guardians, referring clients to various services (e.g. YouthLaw, rehabilitation, LBGTI or working with indigenous services, etc.), maintaining personal boundaries and developing time management skills. Students will be encouraged to share and reflect upon their experiences from the work place, discussing and evaluating the occurrences within a safe environment of the tutorial.

Working within a strengths-based framework for youth work with the aim of providing support to the children and young people in their care, students will be challenged to explore their own beliefs and value systems to promote self-awareness, an understanding of the personal impact of working with vulnerable children and youth, and the establishment of a set of key values, principles and ethical conduct suitable for the youth work sector. Learning about what their role and function within an agency may look like, and the application of interpersonal skills (communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making, time management, networking) when working in the youth sector to establish and maintain effective relationships with clients and colleagues will lead to the establishment and maintenance of professional boundaries and the establishment of a
professional manner (e.g. dress, behaviours, attitudes, etc.) and self-care. In understanding the importance of learning how to organise, administer and manage key tasks expected of their role, students will also gain their First Aid and Mental Health First Aid (Youth) Certificates and complete a Work Health and Safety (WHS) audit of one of their assessed field placements.

- **Skills:**
  
  - Explain their own beliefs and values system in relation to working within the youth sector
  - Identify interpersonal and practical skills which relate to youth work practice
  - Analyse, evaluate and reflect upon their practicum experiences critically
  - Undertake first aid and mental health first aid assessment and address as necessary
  - Produce professional written materials suitable for their role within the youth sector including CV, cover letters, etc.
  - Demonstrate basic computer skills – Word, Excel, emails, etc.
  - Demonstrate WHS identification and understanding.

- **Assessment:**

  - **Learning Portfolio:** 40%

    Students will collate a selection of documents produced and collected from each work place undertaken throughout the academic year, the purpose of which is to demonstrate the professional and written skills required as necessary for the job of a youth worker:

    - A current CV including the year’s field placements
    - A description of each agency where placement occurred including their purpose, mission statement, vision, clientele, practice focus and priorities
    - A position description showing what the student’s role was while on placement
    - A *Work Placement Checklist* (2-3) showing that the student and the work place supervisor agree on expected duties and intended outcomes
    - A *Work Placement Attendance Log* (2-3) showing the duties undertaken and the number of hours worked in each placement and that hours attended throughout the year add up to 240 hours in total
    - A *Workplace Induction* (2-3)
    - Evidence of one *WHS Induction* undertaken in a placement setting
    - A WHS audit of one workplace
• A *Third Party Supervisor’s Completion Report* (2-3) for each placement reporting on the student’s ability to develop a professional relationship with a range of young people with diverse needs and experiences during their Work Placement.

• Examples of professionally written materials demonstrating basic computer skills, written by the student within the workplace:
  - a meeting agenda
  - minutes from a meeting
  - a Word document
  - five email trails to different people
  - an Excel document.

• **Course reflections** 40%

  Students are required to answer two questions (250 words each) for each course (8 courses/16 questions each academic year), demonstrating their ability to apply the knowledge learnt in class practically within the workplace setting.

• **Youth Issues** 30%

  Students will collect 6 articles of interest pertaining to youth work, then write a 300-word reflection about each (1800 words), providing students with the opportunity to explore the various issues addressed both in and out of the learning environment and identified throughout the course.

• **First Aid Certificate** (Hurdle task)

• **Mental Health First Aid (Youth) Certificate** (Hurdle task)

### 5.3 Assessed Field Placement (240 Hours)

Emphasising the acquisition of skills, Assessed Field Placement (AFP) is ‘on the job training’ which links classroom theory to professional practice, ensuring that students are work-ready upon graduation.

During Year 1 of the qualification students will partake in this activity in a minimum of two and maximum of three different organisations, for a minimum of 50 hours in each placement, for a total of 240 hours placement throughout the academic year, including the two timetabled placement blocks:

- 6 weeks mid-June to end of July
- September school holidays.
Applying the theoretical knowledge learnt in the classroom within approved youth organisations, students may begin their AFP once they have successfully secured the State Government legal requirements for working with young people under 18. In Victoria these are the Working with Children Check (WWCC) and a Police Check which must be sighted and recorded by the AFP Coordinator.

At the end of the first year’s assessed work practice it is anticipated that students will be able to demonstrate the following competencies/skills in the work place:

- Utilise the interpersonal skills (communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making, networking) necessary for establishing effective relationships with clients and colleagues when working in the youth and childhood sector
- Effectively communicate information to others in a professional and ethical manner
- Confidently approach all work tasks and situations, including in times of crisis
- Confidently work with children and young people
- Confidently work with colleagues in the youth sector, demonstrating an ability to take advice and apply it to work practices
- Demonstrate a set of key values, principles, ethical conduct and professional behaviour appropriate for youth work
- Demonstrate a willingness to continue their personal and professional development and learning.

**Assessment:**

- **Pre-Work Placement Checklist (2-3 organisations) [Hurdle task]**

Students will complete and submit the following forms before the commencement of each placement:

- Work Placement Student Information Form
- Work Integrated Learning (WIL) Agreement
- Student Confidentiality Agreement

- **Site visit [15%]**

University staff will visit each student in at least one placement and conduct an interview of six set questions with the student and their supervisor to ascertain the student’s success in completing the objectives agreed upon by the supervisor and student (*Work Placement Checklist*) before the placement began.
• Third Party Supervisor’s Completion Report (2-3) 15%

A Third Party Supervisor’s Report will be completed for each AFP, by the student’s work place supervisor at the conclusion of the field placement, about the student’s suitability to the sector on a scale of 1 – 5 (not suitable – more than ready to work in the sector) in the areas of communication, team work, problem solving, initiative and enterprise, planning and organisation, self-management, learning and technology in relation to working with young people, colleagues and other agencies.

• Case studies (3) 45%

Students are to write up three case studies based on three different children or young people they have worked with during their placement/s, answering a set of questions designed to show competency in this area and an ability to work effectively with children and young people. The information will include a description of the young person, the reason why they sought support, the work undertaken with each young person, information about any referrals provided, the outcome of the work and a reflection of how the student thinks they worked with each young person including if they would do anything differently in the future.

• Journal 25%

Students are to reflect upon six issues they encountered on placement throughout the year, answering a set of questions and set criteria.

Semester 1

1.1 History of Community Youth Work: Its Policies and Practices

• Objectives: By the end of this course students will be able to:

  • Explain the history and scope of youth work policies and practice and their development up until the current day from historical, social, economic, political and religious perspectives.
  • Appreciate the historical, social, economic, political and religious contexts of young people from historical and contemporary perspectives
  • Describe the contributions of the pioneers and key figures in the field of community youth work
  • Analyse the evolution of the self-identity and roles of community youth workers in historical and contemporary perspectives
  • Identify the key social, cultural, political, economic and religious influences on youth work practice from both a historical and contemporary perspective.
• **Content:** The course will begin with a historical, economic and socio-political contextualisation of community youth work from both an Australian and global perspective. Beginning in the 19th century, the historical account will include the prime instigators of youth work practice (John Pound, Lord Shaftesbury, Stanley Hall, Robert Baden-Powell, Lady Albemarle, the YMCA, etc.) through to World War II and in more recent decades. It will include discussion about the impact of youth clubs since the 19th centuries (e.g. Scouts, Boys Brigade, Nazi youth organisations, Islamic radicalism) as well as key legislation and policies written with the direct purpose of influencing youth work practice over time (e.g. Albemarle Report, youth policies – past and present). The current status of young people in Australia and globally will complete the learning for this course.

• **Skills:**

  - Compare community youth work practices from both historical and contemporary perspectives
  - Analyse the development of community youth work practice over time to the present day
  - Analyse the identification process towards becoming a modern day community youth worker.

• **Assessment:**

  1. **Group presentation**  
     
     In groups of four, students are to give an 8 – 10 minute presentation about one historical aspect of community youth work – e.g. a club (Scouts, Boys Club, etc.), ragged schools, an important personality regarding the development of youth work (e.g. Lord Shaftesbury, Baden-Powell, Lady Albemarle, etc.), policy development in Australia within historical, social, economic, political and religious contexts. Including a contemporary reflection on how this area has impacted upon youth work in Australia in the 21st century, students will be graded on information and presentation.

  2. **Paper** (2500 words)  
     
     Writing about topics concerning the historical, economic and socio-political contextualisation of community youth work from both an Australian and global perspective, from its inception until the current 21st century, students will be assessed on their research, the relevance of information provided, referencing and presentation.
3. Course Reflections

1. Identify the major historical influences on one field placement organisation’s practices within the youth sector.
2. How do the young people associated with this organisation compare to those in similar situations globally at this time in history?

2.1 The Psychology of Child and Youth Development

- **Objectives:** By the end of this course students will be able to:
  - Outline psychology and its history since the late 19th century including the contribution of positive psychology
  - Outline the history of mental health treatment in Australia
  - Identify the major constructs of childhood and adolescence development as described by the major theorists (e.g. Piaget, Bowlby, Erikson, Kohlberg, Gardner, etc.) in both typical and atypical situations that occur during a child and young person’s lifespan in terms of age, gender, intelligence, language acquisition and personal development to current community youth work practice
  - Identify the psychological, social and environmental factors that affect human development
  - Outline how life experiences, such as family and identity formation, can impact upon future events in a young person’s life.
  - Identify the major psychological disorders of children, adolescents and young adults
  - Outline the appropriate referral process for clients with a mental health concern.

- **Content:** Utilising the strengths-based approach of positive psychology and multiple intelligences (Gardner), students will compare this approach to those of the key theorists of the discipline including Piaget, Erikson, Vygotsky and Bowlby in regards to the importance of identity formation and human development (physical, cognitive, emotional, psychosexual, linguistic) in a/typical situations. An identification of the key milestones of brain development and behaviour as they relate to infancy, preschool, middle childhood and the three stages of adolescence (early, middle, late) will lead into a discussion about the impact of the contrasting effects of genetic and environmental features/nature vs. nurture debate in relation to individual differences. Investigating the causes and treatment of major psychological disorders found in children and adolescents, the impact of trauma, such as physical and sexual abuse, as well as a history of mental health treatment in Australia, together with youth suicide ideation to conclude the course.
• **Skills:**

  - Utilise the key psychological theories of child and youth development in community youth work practice
  - Acknowledge the major stages of human development in community youth work practice including the identification of atypical human growth and development across a child and young person’s lifespan
  - Acknowledge how life experiences can impact upon future events in a young person’s life.
  - Describe the psychological, social and environmental factors that affect human development
  - Outline the referral process for clients with a mental health concern.

• **Assessment:**

  - **Paper (1500 words) 35%**
    
    Students will compare one major theorist (e.g. Piaget, Erikson, Vygotsky and Bowlby, etc.) with positive psychology, discussing the similarities and differences between the two and how they support youth workers to accomplish their jobs.

  - **End of Semester Exam (90 minutes) 35%**
    
    Students will undertake a 90 minute exam to test their knowledge of positive psychology, the key psychology theorists, major developmental milestones, major psychological disorders and the history of mental health in Australia.

  - **Case Study 30%**
    
    Students will produce a referral for a 9 – 12 year old child, first addressing the presenting behaviours, identifying the child’s developmental stages according to two contrasting theorists and the life experiences to date including the pertinent psychological, social and environmental factors.

  - **Course Reflections**

    - Describe the developmental stages of one client you have worked with this year which were typical of their age group according to a theorist of your choice. How did this impact on the work that you undertook with them?
Describe the developmental stages of one client you have worked with this year which were atypical of their age range according to a theorist of your choice. How did this impact on the work that you undertook with the young person?

4.1 Communication Skills for Multicultural Contexts

- **Objectives:** By the end of this course students will be able to:
  
  - Build, maintain, reflect and communicate effectively with clients and colleagues in various multicultural contexts through the utilisation of a range of communication skills
  - Identify episodes of miscommunication and the reasons for cultural and linguistic miscommunication
  - Identify effective verbal and non-verbal communication strategies for working with clients and colleagues for the purposes of maintaining constructive interaction, establishing rapport, exchanging information, providing feedback, facilitating the resolution of issues, managing conflict, defusing potentially difficult situations, addressing barriers, etc.
  - Identify the necessary communication strategies for building successful relationships with involuntary clients who present communication challenges
  - Identify a full range of communication techniques including relative and active listening, responding, empathy, feedback, rapport, addressing barriers, recognition of non-verbal triggers

- **Content:** Communication is a key component for youth workers as without it the relationships that are central to youth work cannot be created or maintained. Students will begin the course learning about the importance of language development from birth and literacy development and bilingualism, before moving onto effective communication strategies and skills fundamental to working with in/voluntary clients and colleagues (e.g. resolving conflict including racism and prejudice, the production of quality written materials, facilitating group discussions and interactions, representing an organisation to a range of other groups, etc.). Working with diverse groups will be explored including the importance of understanding cultural, linguistic and religious differences and identification of the barriers that can stifle or stop effective work from occurring. Attention will also be given to the associated cultural differences pertaining to the respect of others, attitudes towards social institutions such as education and religion, previous experiences brought to this country upon arrival and the impact of stereotyping, racism and prejudices. The class will end with how these elements of communication impact significantly upon the approaches and services required when working with young people.
and their families, along with how to utilise an interpreter when working in these situations.

**Skills:** By the end of this course students will be able to:

- Build, maintain, reflect and communicate effectively with clients and colleagues in various multicultural contexts through the utilisation of a range of communication skills.
- Utilise a repertoire of effective verbal and non-verbal communication strategies for working with clients and colleagues for the purposes of maintaining constructive interaction, establishing rapport, exchanging information, providing feedback, facilitating the resolution of issues, managing conflict, defusing potentially difficult situations, addressing barriers, etc.
- Successfully conduct interviews including the use of interpreters
- Identify and utilise the necessary communication strategies for building successful relationships with clients who are involuntary and present communication challenges
- Identify stereotypes, prejudices and racism,
- Apply a full range of communication techniques including relative and active listening, responding, empathy, feedback, rapport, addressing barriers, miscommunication, recognition of non-verbal triggers, etc.
- Produce quality written materials.

**Assessment:**

- **Quality written materials exercise** 50%

  Students will be asked to create an information pamphlet about a fictional service targeted at children and young people. Students will be graded on the quality of the final product including the information contained within (name and type of service, location, contact details, target group/description of clients, brief mission statement, brief description of services and programs offered, services, and eligibility/criteria).

- **Interview exercise:** 50%

  Students will participate in a simulated interview process to demonstrate their ability to utilise the various tools of communication necessary when conducting an interview between a parent/guardian and a child or young person from another culture. In groups of 4, students will rotate between the roles of interviewer, client and supporting parents/guardians. This exercise will be conducted in conjunction with the Translating and
Interpreting Department so students will gain invaluable practice at working with an interpreter.

- **Course Reflections**

  1. Comment on the communication strategies you used to connect with one client including:

     i. The language you used
     ii. How you listened
     iii. Whether the client was more comfortable in a one-on-one setting or in a group environment
     iv. How did you encourage the young person to keep communicating with you?
     v. How did you keep the lines of communication open?

  2. Explain how allowances were made for cultural or social differences in the facilitation of discussion or running of activities?

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### 3.2 Legal and Ethical Considerations in Community Youth Work

- **Objectives:** By the end of this course students will be able to:

  - Provide a historical overview of youth crime in Australia including the ‘threat of youth’
  - Explain Australia’s legal system including the parliamentary system (Federal, State, local), the court system (local, Magistrates, District, County, Supreme, Federal, High) and the personnel who work with children and young people
  - Identify and explain the major legislation, laws and policies that apply to children and young people in Australia including the Children, Youth and Families Act 2005, the Child Wellbeing and Safety Act, bail and custodial laws, etc.
  - Explain the difference between legal and ethical concerns and what constitutes a client’s legal rights and ethical interests
  - Differentiate between the responsibilities, constraints and issues of organisation policies, protocols and procedures as opposed to legal requirements
  - Explain the process of mandatory reporting, identifying who is included in the practice
  - Identify unethical and illegal work practices.
  - Describe the extent and patterns of youth offending in Australia
• Explain youth victimology including exploitation.

• **Content:** The course will be delivered in two halves, beginning with a historical look at Australia’s legal system and how it has evolved to the present day, students will learn about the role of parliament (Federal, State), how the court systems work (family, civil, high, supreme, etc.), law enforcement agencies and what their role as a youth worker will be within that system, including the constraints that may occur. Looking at the key statutory requirements for the work role, an investigation into relevant State, national and international law and legislation (e.g. age of consent, privacy and confidentiality, equal opportunity, UN CROC. etc.), as well as the rights and responsibilities of clients will lead into an investigation into the difference between welfare and justice, rehabilitation, punitive measures and control, regulation and governance. The difference between legal and ethical practice within the youth sector will utilise the Youth Advisory Council Victoria’s (YACVic) Code of Ethical Practice as a starting point. Learning what a youth worker’s legal obligations are, how this compares to other professions (e.g. teachers, health workers and police who are legislated for mandatory reporting) and how this matches with adhering to an organisation’s policies and procedures involves the identification of the student’s own personal values and attitudes. Students will be taken through a number of scenarios so they are able to recognise and report examples of unethical practice.

The second half of the course will take a historical look at youth crime in Australia and how it has changed over time due to outside forces such as the media, social perceptions and historical and social factors. An identification of who are the victims and who are the perpetrators will be matched with historical and statistical data relating to youth crime.

• **Skills:**

  • Identify and apply appropriately all relevant legislation, laws and policies that apply to children and young people in Australia including the Children, Youth and Families Act 2005, the Child Wellbeing and Safety Act, UN CROC, etc.
  • Demonstrate and manage an understanding of and adherence to own work role and responsibilities
  • Apply knowledge of responsibilities, constraints and issues in line with organisation policies, protocols and procedures
  • Recognise and report unethical conduct in the workplace.
Assessment:

- Group presentation 50%

Including a PowerPoint with a bibliography, students will explore a contemporary issue in the community or their current/future workplace concerning a legal or ethical work practice. Six – 8 minutes in length with 5 minutes for question time, some suggestions for topics are:

- a contemporary issue (e.g. children in detention, Protective Service Officers (PSOs) and their interactions with youth on the public transport system, child abuse within institutions, children in remand, etc.)
- history of youth justice in Australia
- a contemporary youth issue of interest.

- End of Semester Exam (2 hours) 50%

Students will undertake a 2-hour exam to test their knowledge of Australia’s legal system, key legislation that relates to children and young people and how that is made, what a youth worker’s legal requirements are in Australia, the history of youth justice in Australia, etc.

- Course Reflections

  1. List the key statutory requirements that impact on your role in one organisation you have undertaken AFP this year.
  2. Describe the processes in place for reporting unethical work practices on one of the organisation’s you worked in during the year. Do you believe this process is effective? Draw on personal experiences where possible.

Year 1, Semester 2

2.2 Children and Young People in Their Cultural Contexts

- Objectives: By the end of this course students will be able to:

  - Outline the history of Australia’s immigration settlement and population policy
  - Place children and young people within various cultural contexts
  - Explain how culture differs from sub-culture and how both help to form a young person’s identity
- Outline the current cultural makeup of Australia’s children and young people and identify the various services necessary when working with them
- Apply youth centred practices to working with culturally and religiously diverse children and young people
- Construct profiles based on ABS data in terms of age, birth place, language and religious affiliation to provide a cultural profile of Australian children and young people
- Outline various categories of culture and subculture as they relate to Australia’s children and young people
- Analyse the importance of subcultures in regards to identity formation

**Content:** Beginning with the contemporary cultural makeup of Australia, students will compare this with changes to Australia’s historical and cultural character with an emphasis on immigrants, refugees, international students, religion and language diversity and Culturally and Linguistically Diverse (CALD) communities. An investigation of key statutory requirements and the corresponding social context of cultural values and discrimination will follow. The importance of distinguishing between the terms *culture* and *subculture* and the importance of subcultures to identity formation leads onto the identification of the major subcultures of young people from both historical and contemporary contexts, their differences and similarities with the purpose of being able to successfully engage and work with young people involved in specific sub-cultural groups (e.g. LGBTI, refugees, ATSI, ‘skaters’, ‘emos’, goths, hipsters, Japanese sub-cultures). Students will gain self-awareness around their own values regarding culture and subcultures.

**Skills:**

- Engage in culturally aware work practices with clients and colleagues
- Apply youth centred practices to working with culturally diverse children and young people
- Use the Australian Bureau of Statistics (ABS) data base to find information about Australia’s child and youth population and its cultural profile
- Utilise knowledge about subcultures in regard to identity formation
- Have a working knowledge of subcultures as they relate to Australia’s children and young people in the 21st century.

**Assessment:**

- **Research paper** (2500 words)  
  60%

Students will present a paper on a subculture of their choice that will including all aspects pertaining to that subculture including its history,
a/typical members, identifying factors – dress, music, hang-outs, etc. Students will explain how they would work with this group in a youth work setting.

- **Exam (1 ½ hours) 40%**

  Students will be tested on gathering primary data from sources such as the ABS census to create a picture of how Australia’s youth population has changed historically and what it looks like in the early 21st century.

- **Course Reflections**

  1. Analyse the identity formation of one client worked with this year. Is it a/typical and on what is the response based on?
  2. Which is most influential in the work setting – culture or subculture?

### 2.3 Children and Young People: Working With the Family

- **Objectives:** By the end of this course students will be able to:
  
  - Describe the family’s evolution through history to the modern day
  - Describe the different family types of the 21st century and how that can differ between cultures and various groups
  - Describe the at-risk family
  - Outline the importance the family plays in identity formation and linguistic formation for children and young people
  - Identify the pressures families face in the 21st century including economic and employment concerns and explain how these impact upon families in the modern age (e.g. divorce and the impact of father/mother absence) and the possible outcomes for children and young people such as homelessness and crime
  - Analyse the behavioural and psychological consequences of the physical, sexual, and emotional abuse of children and youth
  - Work with those caught up in these cycles, identifying possible interventions and strategies that can be utilised when working with vulnerable children, youth and families within a variety of environments
  - Describe the mediation process.

- **Content:** Students will be taken through a historical analysis of the family, discussing the evolution of the modern day family up until the early part of the 21st century. Debate about the economic and political demands on the family will lead into what the qualities of well-being are within the family context and how this leads to identity formation and linguistic development for children and young
people. Exploring the impact of key issues such as death, divorce, domestic violence, chronic illness, poverty, child abuse and disability upon the family leads to looking at strategies and interventions designed to support young people and their families during these events, including the mediation process. Attention to the associated cultural differences pertaining to the respect of others, attitudes towards social institutions such as education and religion, and previous experiences brought to this country upon arrival by immigrants, impact significantly upon the approaches and services required, including mediation, when working with young people and their families from different cultures.

- **Skills:**
  - Explain each of the key issues that can affect a family including death, divorce, domestic violence, chronic illness, poverty, child abuse, disability, etc.
  - Outline the referral process when working with families
  - Outline the mediation processes and when appropriate to use

- **Assessment:**
  - **Case Study (2000 words) 40%**
    Students will respond to a case study which focuses on identity formation within the family. Students are to provide examples of how they would support the client and the family in that context.
  
  - **Paper (2500 words) 40%**
    Students are to write about a key issue that impacts significantly on children and young people (e.g. of death, divorce, domestic violence, chronic illness, poverty, child abuse, disability) in the modern family. A historical comparison with modern day practice will complete the paper.
  
  - **Exam (60 minutes) 20%**
    Students will be examined on their knowledge of the historical and current situation of the 21st century family.
  
  - **Course Reflections**
    - Reflect upon your own family formation and how this has shaped you.
    - How important was it to work with the families when working with the child/young person in your AFP?
4.2 Group Facilitation Skills for Young People

- **Objectives:** By the end of this course students will be able to:
  
  - Successfully deploy group facilitation skills when working with children and young people in a variety of settings
  - Outline the advantages and functions of group work in a variety of settings
  - Outline the key group facilitation methods
  - Outline the role descriptions of those involved in the group facilitation process
  - Develop and maintain positive relationships with participants and staff
  - Manage a group effectively in diverse situations including conflict management
  - Coordinate a group planning process for a variety of settings
  - Provide basic counselling skills to clients in need and refer on as appropriate
  - Evaluate group activities.

- **Content:** Having identified the advantages and functions of group work, students will investigate group dynamics and how to utilise the positive experiences for children and young people. An investigation into group facilitation methods (e.g. Discussion, Workshop, etc.) will lead into the techniques of proper preparation (aims, context, session plans) and the importance of group processes – communication, phrasing questions, facilitating discussions, group dynamics, crisis prevention, problem solving – at all stages of planning and delivery. Identification of the roles and responsibilities of all involved in group facilitation will move into the importance of targeted work (e.g. domestic violence, self-esteem, social skills), working with diverse value systems and the importance of team building programs, whether formally or informally. How and when to evaluate a program will include the importance of being aware of potential issues that may arise and students will address the most common (gender, culture and conflict resolution), appropriate documentation and future planning. An examination of the basic principles of counselling will include the importance of appropriate referral.

- **Skills:**
  
  - Prepare appropriate documentation including proposals, submissions and evaluation reports
  - Develop and maintain positive relationships with participants and staff through appropriate support for group members
  - Effectively manage a group
• Evaluate group activities
• Outline how to apply basic counselling skills
• Outline the appropriate referral process for clients

• Assessment:

• Case study (2000 words) 50%

Students will be given a case study about group facilitation styles. They are to respond to the case study, providing suggestions for how they would respond in a more positive leadership style than the one in the example. A discussion on why these suggestions would be beneficial is also to be included.

• Group Program 50%

Students are to prepare a group program, writing up and reflecting upon the process from the planning to the evaluation stages, having first identified the group they are devising for (age, gender, interests, etc.).

• Course Reflections

1. Are children and young people actively involved in the program development at your organisation? Do you think this impacts on the success of the programs offered?
2. Who is responsible for the program development at your organisation? Explain the process utilised.

1.2 Working With Children and Young People in Diverse Settings

• Objectives: By the end of this course students will be able to:

• Outline Australian youth work practice and program delivery in the early 21st century in a variety of settings including accommodation/residential care, the Arts, care and protection, community, education/schools, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, sport and recreation, etc.
• Analyse each of the youth work settings studied in detail (accommodation, the Arts, care and protection, education, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, sport and recreation, etc.), including the history of the service and the legal, social, religious and political contexts up to the modern era.
• Outline a typical program design, delivery, evaluation and review for each of the services studied
• Incorporate a client’s special needs into relevant programs.

• **Content:** Students will begin the course with an identification and overview of diverse settings of practice for children and young people in Australia (the arts, care and protection, education, health (mental and physical), employment, housing, immigration, justice, outreach, rehabilitation/detox, residential care, sport and recreation, etc.) which will then be narrowed to five topics to be investigated together in depth. The five chosen will be selected by the staff as most relevant to current affairs, the students’ work needs. For each area selected students will be taken through the history of that diverse setting, the legal requirements associated with each, as well as the social and political implications and typical program identification, development, implementation and review to meet client needs. The local situation will be set against what is occurring within the national and international youth sectors.

• **Skills:**
  
  • Incorporate a client’s special needs into relevant programs
  • Design, deliver and evaluate a typical program for each of the services studied

• **Assessment:**

  • **Case Study**
    
    Students will be given a case study about a child or young person who is located within one of the diverse settings studied during the semester. Students are to create a program for this client based on the information given, including referrals, etc.

  • **Paper (2000 words)**
    
    Students are to choose one of the settings explored in class and to present a detailed paper on that topic including the history and current situation, all legal requirements associated with the setting, as well as the social and political implications that are apparent in the 21st century.

  • **Course Reflections**

    1. Compare two of your work place settings, taking note of the similarities and differences between the two.
2. Which of these settings did you find it more difficult to work in? Explain why you think this occurred

Year 2

5.2 Youth Work Principles, Practices and Interpersonal Skills (2)

- **Objectives:** By the end of this course students will be able to:
  - Apply their theoretical knowledge to practice at an intermediary level in relation to the sector
  - Promote the acceptance and understanding of others through the creation of welcoming spaces
  - Further develop their interpersonal skills (communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making, networking)
  - Successfully plan, organise, administer and manage their work outputs
  - Explain the core values, principles and ethics related to youth work
  - Observe, listen, reflect and analyse the work habits of themselves and others for the purpose of improving their work practices.

- **Content:** Personal and professional development 3-hour seminars once a month, designed to support the students in their AFP, students continue to build on similar classes from first year, confirming their role and function in an agency through the application of interpersonal skills (communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making, networking) when working in the youth sector so as to establish and maintain effective relationships with clients, colleagues and key stakeholders. Each class a guest speaker from the youth work industry will make a presentation about their practice and experiences. The remaining time will be devoted to addressing issues that are pertinent to the students and their AFP.

The focus for the year will be how a youth worker can promote acceptance and understanding through their practice, beginning with the creation of a friendly and welcoming environment, wherever the work is undertaken, through inclusive, proactive, positive communication (written and verbal) and actions. Supporting children and young people to work in this way will also be addressed, helping them to gain an understanding of similarities and differences, the importance of rights, fairness and equality so it can be respected and celebrated.

- **Skills:**
  - Promote acceptance and understanding of others
• Create a friendly and welcoming environment for children and young people they work with
• Maintain professional boundaries to ensure personal safe work practices are observed and practiced
• Utilise effective communication skills with clients and colleagues
• Produce quality written materials including submissions, proposals, evaluation reports, etc.
• More advanced computer skills – Word Office, Excel, etc.

• **Assessment:**

  • **Learning Portfolio**  
    40%

  Students will collate a selection of documents produced and collected throughout the relevant academic year, the purpose of which is to demonstrate the professional and written skills required and necessary for the job of a youth worker:

  • A current CV including the year’s field placements
  • A description of each agency including their purpose, mission statement, vision, clientele, practice focus and priorities
  • A position description showing what the student’s role was while on placement
  • A *Work Placement Checklist* (2-3) showing that the student and their work place supervisor agree on expected duties and intended outcomes
  • A *Work Placement Attendance Log* (2-3) showing the duties undertaken and the number of hours worked in each placement and that hours attended throughout the year adds up to 240 hours in total
  • A *Third Party Supervisor’s Completion Report* (2-3) for each placement reporting on the student’s ability to develop a professional relationship with a range of young people with diverse needs and experiences during their Work Placement
  • Examples of professionally written materials demonstrating basic computer skills, written by the student within the work place:
    • a meeting agenda
    • minutes from a meeting
    • a referral conducted on behalf of a client conducted on placement
      • conflict resolution and mediation witnessed on placement
  • A work roster created on Excel
  • An example of a program created for a targeted group.
• **Course reflections**  
40%

Students are required to answer two questions (250 words each) for each course (8 courses/16 questions each academic year), demonstrating their ability to apply the knowledge learnt in class practically within the workplace setting.

• **Youth Issues**  
30%

Students will collect 6 articles of interest pertaining to youth work, then write a 300-word reflection about each (1800 words), providing students with the opportunity to explore the various issues addressed both in and out of the learning environment and identified throughout the course.

5.1 Assessed Field Placement (240 Hours) (2)

Linking classroom theory to professional practice, the AFP is designed to assist students to be work-ready upon graduation. During Year 2 of the qualification students will again partake in a minimum of two and maximum of three different organisations, different from those attended in first year and in different settings, for a minimum of 50 hours in each placement. Partaking in a total of 240 hours placement throughout the academic year, two timetabled placement blocks will occur:

- 6 weeks mid-June to end of July
- September school holidays.

Students can begin their AFP once they have successfully secured the State Government legal requirements for working with young people under 18, which in Victoria are the Working with Children Check (WWCC) and a Police Check. These must be sighted and recorded by the AFP Placement Coordinator before the AFP can begin.

By the end of the second year’s assessed work practice it is anticipated that students will demonstrate the following competencies in relation to the work place:

- Confidently display the interpersonal skills necessary for working in the youth sector when working with children and young people
- Demonstrate the ability to promote acceptance and understanding of others within the work space
- Create a welcoming environment wherever undertaking work with children and young people
- Demonstrate initiative when working with clients
- Establish and maintain effective relationships with clients and colleagues
- Confidently work with children and young people in their care
- Confidently approach work tasks and situations, especially in times of crisis
• Confidently work with colleagues in the youth sector, demonstrating an ability to seek advice and apply it to their work practices
• Resolve conflict as it occurs in the work space
• Confidently employ instruction
• Support a set of key values, principles and ethical conduct appropriate to youth work
• Demonstrate a willingness to continue personal professional development and learning.
• Demonstrate the ability to self-plan, organise, administer and manage
• Demonstrate the core values, principles and ethical conduct of youth work.

• Assessment:

  • Pre-Work Placement Checklist (2-3 organisations)  Hurdle task

    Students will complete and submit the following forms before the commencement of each placement:
    • Work Placement Student Information Form
    • Work Integrated Learning (WIL) Agreement
    • Student Confidentiality Agreement

  • Site visit  15%

    University staff will visit each student in at least one placement and conduct an interview of six set questions with the student and their supervisor to ascertain the student’s success in completing the objectives agreed upon before the placement began.

  • Third Party Supervisor’s Completion Report (2-3)  15%

    A Third Party Supervisor’s Report will be completed for each AFP, by the student’s work place supervisor at the end of the field placement, about the student’s suitability to the sector on a scale of 1 – 5 (not suitable – more than ready to work in the sector) which for second year will emphasise the student’s ability to promote acceptance and the understanding of others amongst their clients, as well as the successful employment of communication, team work, problem solving, initiative and enterprise, planning and organisation, self-management, learning and technology in relation to working with young people, colleagues and other agencies.
• **Visual postcard**  
Students will create a visual postcard about one of the organisations they have worked at during the year. This will be submitted through the VEL and students comment on two other postcards (presentation, information).

• **Journal**  
Students are to reflect upon six issues they encountered on placement, answering a set of questions and set criteria, demonstrating their ability to identify areas of concern that can help them develop a better work practice.

**Semester 1**

**1.3 Program Delivery in Diverse Community Youth Work Settings (1)**

- **Objectives:** By the end of this course students will be able to:
  
  • Identify the different types of youth work practice undertaken in the youth work sector including community development, centre-based, outreach, recreation, education, faith-based, positive youth development etc.
  • Outline the theories associated with each youth work practice identified above
  • Discuss the historical, social, economic, legal, religious and political elements of each relevant framework
  • Describe the typical client to be found in each setting.

- **Content:** Beginning with a historical and contemporary look at youth work delivery, students will then investigate the relation between different youth work settings and the associated delivery methods including community development, centre-based, outreach recreational, educational, faith-based, positive youth development etc. and the associated theorists (e.g. Freire). Exploring the atypical activities of each setting students will also learn about the typical clients to be found in each setting as well as the historical, social, economic, legal, religious and political requirements linked to each framework in Australia and beyond.

- **Skills:**
  
  • Identify the different types of youth work practice undertaken including community development, centre-based, outreach, recreation, education, faith-based, positive youth development etc. including the theories and theorists associated with each
  • Create a program for the typical client to be found in each setting
  • Refer clients found in these settings appropriately.
• **Assessment:**

  • **Case Study (1500 words)  50%**

    Students will create a program for a child or young person identified as at-risk, choosing what they determine to be the most appropriate youth work practice from the list provided in class. They are to justify their choice/s based upon the client description provided. A history of the practice is also to be included.

  • **Paper (2500 words)  50%**

    Students are to compare two frameworks studied in class, discussing their similarities and differences historically until the current day. This will involve a detailed background of each and their benefit/s for children and young people in Australia, along with a discussion on their suitability.

• **Course Reflections**

  1. What was the predominant youth work setting you worked in this year?
  2. What were the challenges of working with atypical clients in this setting?

4.3 Case Management in Community Youth Settings

• **Objectives:** By the end of this unit students will be able to:

  • Describe and prepare the various case management models used in Australia for children and young people including a K10 (Kessler 10 Mental Health Rating Scale) AUDIT (Alcohol and Other Drugs), Individual Treatment Plans (ITP)
  • Apply case management models against statutory requirements
  • Conduct all aspects of case management including case entry, screening, planning, implementation, review and closure
  • Work with the client and other services to create an effective case management plan, matching the client’s requirements with relevant services and supports and addressing all barriers with the intention of supporting the child or young person
  • Refer appropriately.

• **Content:** Having examined the most common case management models and principles students will be taken through the assessment process and why it is
important to address the client’s needs. Students will learn how to provide for client needs and contribute to the case/care plan (including indicators of abuse/statutory requirements) taking note of barriers that must be overcome to ensure success for the client. Students will look at how to determine appropriate services for the client and how to make the accompanying referral for service involvement. Legislation and statutory mandates and requirements, as well as relevant policies, procedures and process – entry, screening, planning, implementation, review, closure – will match the organisational documentation protocols.

- **Skills:**
  
  - Work with the client and other services to create an effective case management plan, addressing all barriers to support the young person, matching client requirements with relevant services and supports
  - Undertake all parts of the case management process successfully including the entry, screening, planning, implementation, review and closure processes
  - Explain the differences between the different case management tools within the sector – K10 (Kessler 10 Mental Health Rating Scale) AUDIT Alcohol and Other Drugs), Individual Treatment Plans (ITP)
  - Complete the different case management tools utilised by the sector – K10 (Kessler 10 Mental Health Rating Scale) AUDIT Alcohol and Other Drugs), Individual Treatment Plans (ITP)
  - Explain the basic principles of the DSM 5
  - Refer clients to appropriate services to meet their presenting needs
  - Successfully utilise the micro-skills of listening, attending, reflection and emphatic understanding.

- **Assessment:**
  
  - **Simulation** 40%
    
    Students are to attend a simulated case management meeting where they will demonstrate their ability to complete a case management assessment and tool for the benefit of a client and refer appropriately.

  - **Case Management Plan** 60%
    
    Students will create an appropriate treatment plan (ITP) for a hypothetical child or young person, justifying the choices made against the relevant policies, procedures and processes including the entry, screening, planning, implementation, review and closure of the ITP.
• **Course Reflections**

1. Which of your work place settings had the most effective case management tools? Explain fully.
2. What was the most common barrier your clients identified as hindering their progress? Was this the same as what you identified?

### 4.4 Design, Delivery and Evaluation of Community Youth Programs

- **Objectives:** By the end of this course students will be able to:
  - Design, deliver and evaluate a program for either a group or an individual client, with and for children and young people in a variety of settings
  - Complete and submit the relevant accompanying paperwork for a program.

- **Content:** Students will learn the processes associated with successful program design including planning, addressing resourcing issues and learning the importance of setting realistic objectives and cultural considerations in regards to suitable activities for young people in a variety of settings to suit the targeted audience. Successfully managing group processes including utilising young people in the planning process and responding to conflict will be explored as will the identification and addressing of specific issues that may arise (e.g. gender, culture, legal, WHS, etc.). The preparation of appropriate documents (submission letters, proposals, evaluation reports, etc.) will lead into the importance of evaluating group activities using a variety of qualitative and quantitative research tools.

- **Skills:**
  - Successfully source resources necessary for the delivery of a program
  - Work with young people to create appropriate program/s in a variety of settings
  - Analyse information provided to create an effective program to meet all group member needs
  - Undertake qualitative and quantitative methods of evaluation
  - Prepare quality written documents including proposals, submissions, evaluation reports, etc.
• Assessment:

• Funding Submission 40%

Create a formal funding submission including all of the necessary information (e.g. who the project is for, when it will run, expectations and benefit for the funding body, etc.).

• Tutorial presentation (5 – 8 minutes) 60%

Present the developed program against a set of criteria provided to the class. This will include a detailed program schedule, a budget, anticipated benefits and the chosen evaluation process. An individual reflection about the process will complete the assessment.

ELECTIVE 1

Students will be provided with a bank of courses to choose from which are all designed to extend an area of personal interest. Courses offered will include the following:

• Accommodation Options for Children and Young People: Students will learn about the various accommodation options available for children and young people in Australia if they are unable to live at home with their biological parent/s. The history of the residential system through to today’s emphasis on the therapeutic care model and its application for working with children and young people who have experienced trauma - sexual abuse, violence, self-injurious behaviour, teen depression. The unit will conclude with a look into the causes of homelessness in Australia, matching that with the statistics of current homeless for children and young people.

• The Artistic Connection – Utilising the Arts When Working with Children and Young People: Students will look at benefits of utilising the arts (performing and visual) when working with children and young people, whether as a connector to those who are traumatised (art therapy) or as an alternative to sport. Students will be taken through the main theorists (e.g. Dorothy Heathcote) to discover a method of working that is an effective creative outlet and will go on an excursion to the DAX Gallery (Melbourne University) to see examples of Successful art therapy with children and young people.

• Career Counselling in Youth Work Contexts: Students will be taken through the importance of career counselling to support young people in choosing future study, employment and career options that will help them to achieve their career goals. Students will compare the differences of helping those still at school compared to those who have left the education system and are at risk of long term unemployment.
A study of employment history in Australia will identify trends in youth un/employment.

- **The Physical and Sexual Health Status of Australia’s Children and Young People**: Students will look at the current health status of Australia’s children and young people to gain a solid knowledge of all health issues pertaining to this age group. Diet, physical and mental health issues, alcohol and other drugs usage, the impact of accidents on health outcomes, suicide and genetic history will all be explored as anticipated health outcomes for the future. For youth work education the issues pertaining to the sexual experiences of young people flags an area of extreme importance as youth workers can take the lead in providing knowledge, skills and support to children and young people dealing with issues around their sexual orientation and identity formation. This will include working with key people in their lives (e.g. family, teachers, peers) and the tools necessary for working with these groups so as to minimise the possible negative outcomes that may arise (e.g. homelessness, physical and verbal abuse, suicide ideation, risky behaviours, etc.) if acceptance is not forthcoming from others. Suicide prevention will be addressed also.

- **Working with Children and Young People Affected by Alcohol and Other Drugs**– Beginning with a history of drug use students will then learn about the main drugs currently on the streets and their atypical side effects, becoming familiar with the dynamics related to substance use/abuse (e.g. attitudes, values, impact of addictive behaviours and issues) and the impact on mental health, family and society. An examination of the variety of mental health and substance abuse issues affecting children, youth and families will lead into the risk and protective factors children and young people typically develop in these situations. Examining best practice (i.e. assessment, intervention and referral) relevant to serving those impacted by substance abuse issues, students will learn to identify and classify a diverse range of mental health disorders. Students will learn the risk and protective factors associated with substance abuse, learn best practice for working with drug affected children and young people, (e.g. assessment, intervention and referral) relevant to serving adolescents and their families impacted by substance abuse and the dynamics related to behavioural changes.

- **Working with Children and Young People Affected by Mental Health Issues**– A history of the treatment of mental health in Australia will compare with treatment plans of the early 21st century, noting the changes in attitudes over that time. What typically impacts on mental health will lead onto an examination of the variety of mental health issues typically affecting children, youth and families and the risk and protective factors children and young people typically develop in these situations. Examining best practice (i.e. assessment, intervention and referral) relevant to serving those impacted by mental health issues, students will learn to identify and classify a diverse range of mental health disorders, learn best practices methods (e.g.
assessment, intervention and referral) relevant to serving adolescents and their families impacted in these situations so they are familiar with the dynamics related to behavioural change including suicide and self-harm.

- **Working with Disabled Children and Young People:** Students will learn about this specialised area of youth work, identifying physical and mental disabilities, the settings where these children and young people are located, various treatment plans and how to create, deliver and evaluate a program suitable for this group. Students will also look at the history of disability work and how that compares to current practice.

- **Working with Children and Young People in Educational Settings:** Beginning with a history of Australia’s education system and how that has shaped children’s and adolescents’ social and educational development for more than 200 years students will then learn about the key stakeholders and regularity factors pertaining to Australia’s education system. The impact of Gardner’s seven multiple intelligences upon education will lead into a comparison of different educational settings (regular, alternative, etc.) and come to understand how each works and what benefits its typical clientele. A discussion about the difference between formal and informal education and what that looks like in the youth sector will round out the semester’s class.

- **Working within the Australian Juvenile Justice System:** Students will begin with a look at an historical look at Australian juvenile justice system, comparing it to what occurs in the early 21st century. Students will take an extensive look at various programs offered (e.g. Police Ropes Course, Whitelion’s mentoring programs) and those who undertake this work (e.g. Victoria Police Force’s Youth Resource Officers) with the intention of understanding the special requirements of programs for children and young people and how many are diversionary so as to help young people find alternatives to crime if that is a potential outcome. Working closely with local police and other community and legal authorities, students will learn about the impact of sentences on a young person’s life.

- **Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People:** The benefits of outdoor and recreational programs such as hiking and camping in a variety of settings and purposes will be explored after looking at the history of these programs. Typical events associated with this line of work will lead to students exploring and creating typical program schedules and discuss the merits of each aspect depending on the target group for each activity.
Year 2, Semester 2

2.4 Working with Australia’s Indigenous Youth

- **Objectives:** By the end of this course students will be able to:

  - Outline the history, diversity and typical cultural practices of the Aboriginal and Torres Strait (ATSI) community, including the impact of European settlement
  - Identify and implement culturally safe work practices when working with the ATSI community including culturally respectful communication techniques
  - Outline the health, education and justice trends and concerns of Australia’s indigenous children and young people as compared to their non-indigenous counterparts
  - Compare the outcomes for indigenous children and young people in remote areas as compared to their regional and urban indigenous counterparts

- **Content:** The course will begin with an historical, political, religious and social understanding of the ATSI community in Australia and the Human Rights and Legislation that supports the right to cultural diversity in Australian society (e.g. United Nations Rights of Indigenous People). An understanding of the impact of European settlement and colonisation on the traditions of Australia’s indigenous people, the Stolen Generation, the resultant loss of culture, land, language, lore and an understanding of their social, political, religious and economic state in the early 21st century will be followed by a discussion on cultural practices, matched with an awareness of the student’s own and other cultural realities in relation to work practices. Effective protocols for working with Aboriginal and/or Torres Straits Islander communities will include communication techniques to ensure cultural safety in the work place and positive professional relationships will include the utilisation of interpreter services. Students will look at where ATSI children and young people are physically located today and how those in remote communities operate and succeed in comparison to urban and rural counterparts. A statistical comparison between indigenous and non-indigenous children and youth in the areas of education, health, justice will show the disparity that still exists and students will look at the reasons for this occurrence. Relevant legislation and policies at the local and national levels will also be investigated by the students as well as the impact of ‘Sorry Day’ in 2008 upon practices a decade later. The course will end with a look at the strengths of the Aboriginal community today and Aboriginal community based organisations which are self-determination, holistic services and the social determinants of health and the barriers to Aboriginal people accessing mainstream health and community services.
Skills:

- Identify and implement culturally safe work practices when working and delivering community based services for children and young people
- Utilise culturally respectful communication techniques with children, young people and their families
- Use ABS and other relevant data to identify the health, education and justice trends and concerns of Australia’s indigenous children and young people

Assessment:

- **Paper (2500 words)** 50%
  
  Students will write about the current state of Australia’s indigenous children and youth, using ABS data to support their findings.

- **Case study (2000 words)** 50%
  
  Students will be provided a case study about a child/young person from a remote ATSI community. Students will be asked to create an individual program for this child/young person, addressing all of the issues expected in this setting including community expectations, anticipated outcomes based on official data if intervention is not sought to support this child/young person and the possible barriers that a youth worker may expect in this situation.

Course Reflections

1. How does your service/organisation interact with the ATSI community?
2. How easy would it be to adapt the services of your organisation to incorporate successfully working with the ATSI community members?

2.5 Children and Young People in a Digital Age

Objectives: By the end of this course students will be able to:

- Outline the history of media and technology and its most recent developments
- Outline the social, political, historical, legal and economic impact of media and technology upon children and young people in the 21st century
- Identify who uses social media and for what purposes – communication, information, production, etc.
- Explain the terms *grooming, safe space, hacking, trolling, cyber bullying, sexting*, etc.
• Outline the possible legal and ethical implications of media misuse by children and young people
• Outline the personnel involved in monitoring the use of social media (e.g. police, E-Commissioner, etc.)
• Outline the benefits and disadvantages of using media to reach young people.

• **Content:** Beginning with a look at Article 19 of the UN’s *Universal Declaration of Human Rights* which states that “Everyone has the right to the freedom of opinions and expression…” students will investigate the history of the media and technologies and what has been their social, political, historical and economic impact in the 21st century. Identifying that history tends to treat young people as targets of the media which reflects ‘current’ political campaigns, students will see how young people have been viewed and influenced by media in regards to their own identity creation and habits. An investigation into social media and the law will include the importance of children and young people knowing their legal rights and responsibilities, who is involved in the monitoring process and how the misuse of technology can have a life-long influence, how this can impact upon children and young people in the modern age and the terms *hacking, trolling, cyber bullying, sexting,* etc. The impact of advertising on young people and how the media can be used to reach young people positively in the youth sector will round off the unit.

• **Skills:**
  
  • Explain the terms *grooming, hacking, trolling, cyber bullying, sexting*
  • Use various forms of social media to reach young people so they can participate in youth programs
  • Explain the legal and ethical implications of the use of media with young people
  • Utilise all four digital spaces and places to successfully reach children and young people for the purposes of youth work – ‘safe’, production, communication and information.

• **Assessment:**

  • **Paper (2500 words) 50%**

  Students are to write a report on the legal implications of the misuse of social media and the impact this can have on young people’s lives in the future. Students will compare current and past practices and discuss why this is an important area of concern for the youth sector.
• **Case Study (2000 words)  50%**

Students will be asked to address the issue of cyberbullying in this case study, looking at how they can support a child/young person and their family who is experiencing this phenomenon for a positive outcome.

• **Course Reflections**

  1. Is social media utilised in your work site and if so how successful is it? If not how could it be used (more) effectively?
  2. What social media issue most affects the children or young people in your organisation?

3.2 Evolution of Social Policy in Community Youth Work

• **Objectives:** By the end of this unit students will be able to:
  
  • Plot the development of youth policy in each Australian state and territory, nationally and internationally
  • Describe the policy making process in Australia in and for children and youth contexts
  • Name and critically analyse the key policies that relate to children and young people in Australia historically and today in the 21st century
  • Compare Australia’s current youth policies with those overseas.

• **Content:** Students will begin looking at policy formation in Australia in the early 21st century including consultation, participation, lobbying, pressure groups and policy analysis. Investigating the issues facing policy makers and practitioners will include a discussion of consultation vs practical knowledge when creating new policy. Exploring historical and current youth policies in Australia will include a comparison with those offered overseas.

• **Skills:**

  • Analyse a policy
  • Understand how a policy is made in Australia.

• **Assessment:**

  • **Group presentation  50%**

Create a policy for young people in a specific chosen area of interest. You may draw on examples from elsewhere but also must show originality in
your design. Include the process that is necessary for it to become accepted.

- **Paper (2500 words)**
  50%

  Compare a foreign youth policy with an Australian youth policy. Discuss the similarities and differences.

- **Course Reflections**

  1. What is the key policy utilised at your work place?
  2. To what extent are national policies utilised in your work place?

**Elective 2**

As described for Elective 1 (pp 33 – 35), students will be provided with a bank of courses to choose from which are all designed to extend an area of personal interest in the area of community youth work. Courses offered will include the following:

- **Accommodation Options for Children and Young People**
- **The Artistic Connection – Utilising the Arts When Working with Children and Young People**
- **Career Counselling in Youth Work Contexts**
- **The Physical and Sexual Health Status of Australia’s Children and Young People**
- **Working with Children and Young People Affected by Alcohol and Other Drugs**
- **Working with Children and Young People Affected by Mental Health Issues**
- **Working with Disabled Children and Young People**
- **Working with Children and Young People in Educational Settings**
- **Working within the Australian Juvenile Justice System**
- **Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People**

**Year 3**

**5.2 Youth Work Principles, Practices and Interpersonal Skills (3)**

- **Objectives:** By the end of this course students will be able to:
  
  - Apply their theoretical knowledge to their practice so they are able to work independently with minimal supervision
  - Further develop their interpersonal skills of communication – verbal and non-verbal, assertiveness, negotiation, problem-solving, decision-making
and networking

- Confidently reflect upon the core values, principles and ethical conduct in regards to their own youth work practice
- Identify, discuss and reflect upon key themes apparent in their practice and that of others
- Observe, listen, reflect and analyse work for the purpose of improving their work practices
- Appraise their practice against government and organisational policies
- Establish an active self-awareness and distinguish that from others in regards to their daily work practice.

**Content:** Students will continue to attend scheduled personal and professional development 3-hour seminars held once a month. Designed to support students in their Assessed Field Placements, guest speakers from the youth work industry will address the class, presenting about their practice and experiences and answering questions posed by the students.

The focus for the year is how youth work organisations function, who is involved (e.g. leadership team, management, administration, finances, Human Resources, etc.) in the daily running of an organisation, how agencies interact with other key stakeholders (e.g. government, government departments – DHS, etc., other youth work agencies) and how agencies promote themselves to funders, potential clients and the ‘outside’ world. Students will also investigate how external (e.g. government policy and Acts of parliament, etc.) and internal (e.g. organisational policies, personalities, funding, etc.) impact upon a youth worker’s practice.

**Skills:**

- Effectively communicate information to others in a professional and ethical manner
- Understand how an agency is run successfully and who is involved in that process
- Explain the impact of external and internal forces upon their own practice
- Create professional documents and writings – advertising, etc.
- Successfully utilise IT skills including using social media effectively to promote various aspects of the youth sector.

**Assessment:**

- **Learning Portfolio:** 40%

Students will collate a selection of documents produced and collected throughout the relevant academic year, the purpose of which is to demonstrate
the professional and written skills required and necessary for the job of a youth worker:

- A current CV including the year’s field placements
- A description of each agency including their purpose, mission statement, vision, clientele, practice focus and priorities
- A position description showing what the student’s role was while on placement
- A Work Placement Checklist showing that the student and their work place supervisor agree on expected duties and intended outcomes
- A Work Placement Attendance Log showing the duties undertaken and the number of hours worked in each placement and that hours attended throughout the year adds up to 240 hours in total
- A Workplace Induction
- A Third Party Supervisor’s Completion Report reporting on the student’s ability to develop a professional relationship with a range of young people with diverse needs and experiences during their Work Placement.
- An example of a program delivered while on placement including stakeholders, budget, etc.

- **Course reflections** 40%

Students are required to answer two questions (250 words each) for each course (8 courses/16 questions each academic year), demonstrating their ability to apply the knowledge learnt in class practically within the work place setting.

- **Youth Issues:** 30%

Students will collect 6 articles of interest pertaining to youth work, then write a 300-word reflection about each (1800 words), providing students with the opportunity to explore the various issues addressed both in and out of the learning environment and identified throughout the course.

**5.2 Assessed Field Practice (300 Hours) (3)**

Emphasising the acquisition of skills, AFP is ‘on the job training’ that links classroom theory to professional practice which helps to ensure that students will be work-ready upon graduation. During third year, students will work in one organisation throughout the year for a total of 300 hours with the aim of completing a project in conjunction with the organisation which is to be written up as formal evaluation.
Applying the theoretical knowledge learnt in the classroom in an approved youth organisation, students may begin their AFP once they have successfully secured the State Government legal requirements for working with young people under 18. In Victoria these are the Working with Children Check (WWCC) and a Police Check which must be sighted and recorded by the AFP Placement Coordinator.

Skills that students will display at the end of their third year AFP will include:

- Explain the functioning of an organisation including the various departments (management, finance, administration, human resources, etc.)
- Confidently work with children and young people in their care to establish and maintain effective collaborative relationships with clients and colleagues
- Confidently approach work tasks and situations, especially in times of crisis
- Confidently work with colleagues in the youth sector, demonstrating an ability to seek advice, take instruction and apply it to their work practices
- Demonstrate the ability to critique and support others in a group setting.
- Demonstrate a willingness to continue their own personal professional development and learning
- Demonstrate the ability to self-plan, organise, administer and manage
- Support a set of key values, principles and ethical conduct appropriate to youth work.

5.3 Community Youth Work Project

- **Objectives:** By the end of this course students will be able to:
  
  - Utilise the necessary basic skills required to identify, formulate, design and conduct a small-scale research proposal for a targeted purpose
  - Use current library, electronic information resources and primary sources to locate material relevant to the chosen area of research
  - Demonstrate an in-depth understanding of two or three specific research methodologies or approaches relevant to the work
  - Demonstrate an awareness of ethical issues that may arise
  - Demonstrate an awareness of some issues concerning the writing up of research, and demonstrate general analytic skills in evaluating research design and practice.

- **Content:** Students will be taken through the process of creating a research project specifically targeted for their field placement agency on a topic determined in conjunction with the host organisation, the relevant staff member and the student to ensure the finished product addresses an issue/task/program relevant to the youth organisation and the course requirements. It is anticipated this will take a full academic year/two semesters to complete.
Skills:

- Identify, formulate, and design a small-scale research proposal
- Locate, identify and utilise material relevant to the chosen area of research
- Specify a small-scale research question/problem
- Identify appropriate ways of researching a research question/problem
- Identify potential ethical issues relevant to research in your general area of interest.

Assessment:

- Formal Research report (6000 -7000 words) 100%

Students will create a report about the project they undertook while on their AFP during third year. In the report the following information will be required:

- Project name
- Description
- Team description
- Key stakeholders and their roles and responsibilities
- List of all resources required (human, financial, physical)
- Project management tools utilised
- Budget
- Delivery schedule
- Methods of evaluation utilised
- Evaluation process
- Reflection about the overall process.

Semester 1

4.5 Leadership and Management within Community Youth Programs

Objectives: By the end of this unit students will be able to:

- Administer, lead and manage a community youth program.
- Explain and appreciate the following terms – administration, leadership, management, human resources, incentive schemes and corporate culture.
- Explain the difference between leadership and management
- Differentiate between historic and current management practices common in the youth sector
- Explain all aspects of data collection including the associated legal and ethical requirements.
• **Content:** Students will learn about the various aspects of administration, leadership and management, including the differences between each one, the associated theories and their evolution. Recruitment, human resources development, employee performance and appraisal, incentive schemes, training and development, stress management and employment conditions and legislation will be matched against common corporate practices. Effective communication skills (written and verbal) in the workplace will sit beside the importance of setting goals, establishing priorities and keeping to timelines, along with basic financial recording and requirements. Learning the importance of managing information effectively, ethically and legally will look at all aspects of data collection, its use, disclosure, storage and access within a youth agency.

• **Skills:**
  
  • Explain the management terms – administration, leadership, management, human resources, incentive schemes, corporate culture.
  • Outline historic and current management theories utilised in the youth sector
  • Use effective communication skills (written and verbal) in the workplace
  • Utilise a variety of data collection methods for the purposes of client support.

• **Assessment:**

  • **Case Study**

    Students are to read the given information and create a management plan for the organisation they have undertaken their AFP with the intention of improving work outputs and working relations within their team.

  • **Paper (2500 words)**

    Students will write about the differences between facilitation, leadership and management and how these can impact upon youth programs if not successfully managed.

  • **Course Reflections**

    1. Do you believe that the management processes at your organisation is as successful as they could be?
2. How is information and communication managed at your organisation? Outline the processes used.

4.6 Research and Project Management Skills (pre-requisite for Community Youth Work Project)

- **Objectives:** By the end of this course students will be able to:
  
  - Identify the knowledge and skills necessary to design, conduct and manage research for the purposes of creating a project that will benefit children and young people
  - Critically review published research papers and reports
  - Identify project management tools, key project management roles and responsibilities
  - Negotiate their own timelines, roles and responsibilities against other tasks, managing themselves, time and costs
  - Complete relevant documentation - record information, write recommendations and prepare appropriate reports
  - Identify pertinent ethical issues and their resolutions.

- **Content:** Beginning with the basic concepts of applied social research, students will select an appropriate topic before identifying the appropriate research tools (e.g. needs assessment, survey methods, focus groups, ethics, etc.), distinguishing between qualitative and quantitative data, valid and reliable data and the methods for collecting and analysing data sets. The relationship between theory and method will be explored before moving onto research designs. Students will then move onto the application of this to the organising and undertaking project activities which includes the identification of key stakeholders and project management tools, risk, financial and human resources management, reviewing and confirming project requirements having developed a project plan and finalising all project activities. Students will also gain knowledge of appropriate legislation and organisational policies and procedures with the aim of using these to successfully complete a project.

- **Skills:**
  
  - Critically analyse published research papers and reports
  - Utilise and choose suitable project management tools
  - Identify project management roles and responsibilities
  - Negotiate timelines, roles and responsibilities
  - Manage self, time and costs
  - Complete relevant documentation on time including the recording of information, writing recommendations and preparing reports
• Apply work safe practices.

• Assessment:

  • Critical analysis of two research papers (2500 words) 50%

  Students will be given two research papers which they will asked to critically appraise against each other. Students will be asked to compare their similarities and differences in relation to successful outcomes and methods used.

  • Research proposal (3000 words) 50%

  Students will be asked to evaluate their project to date, discussing the successes and challenges which have occurred so far.

3.3 Working within the Organisation and Government Structures of Community Youth Work

• Objectives: By the end of this unit students will be able to:

  • Identify an organisation’s governance and management structure
  • Identify the key positions in Australian government at all levels (local, state and federal) and their roles
  • Identify the key personnel in an organisation and their roles

• Content: Students will examine the structure of the Australian government with that of the average organisation with the community sector. How both operate for success, looking at the similarities and differences and how each influences the other. An investigation of the social, economic, political and cultural development of organisations includes an investigation into the statutory and legislative requirements impact on the community sector’s work, especially in relation to working with children and young people in Australia. The key roles in both government and organisations will be identified as will the impact of ‘brain drain’ that occurs when key personnel leave on local knowledge and skills.

• Skills:

  • Identify the appropriate levels of government (local, state and federal) relevant to each purpose of work
  • Identify an organisation’s management structure and philosophy
• **Assessment:**

  • **Paper (2500 words) 50%**
  
  Students will identify and compare the similarities and differences between government and organisational structures.

  • **Exam (2 hours) 50%**
  
  Students will be examined on the material presented in class.

**Year 3, Semester 2**

**1.4 International Dimensions of Community Youth Care Work**

• **Objectives:** By the end of this unit students will be able to:

  • Compare Australian youth work practice with that delivered internationally in both historical and contemporary contexts, identifying the similarities and differences
  • Compare the main issues facing young people locally and globally
  • Appraise the impact of historical, political, economic, religious and social events on global youth work practices
  • Appraise the practices of key international youth work organisations
  • Describe the importance of intercultural competence in relation to working with young people.

• **Content:** Beginning with the latest UN global youth report, students will compare the global determinants of the term ‘youth’, compare the issues identified by the world’s youth with those of Australian young people and the current issues facing young people internationally including health – physical (e.g. impact of HIV AIDS) and mental, employment, education including access, and training, religious practises, family, etc. An investigation into key international organisations supporting young people (e.g. EU Council, UNICEF, UNESCO, FICE, YouthBank International, NACCW, etc.) will lead into a discussion of how youth work practice differs across the world for a historic and current comparison of youth work practice in five other countries (determined by the lecturer) for the creation of an overview of youth work practice in each place. Topics of comparison will include the age of clients, role titles, how youth work practice began in each place, training/education requirements, professional status, policy drivers, practice frameworks, the role of government, etc. The impact of local and international politics, historical, economic and social events on young people will complete the course.
Skills:

- Compare Australian youth work practice with international youth work practices
- Outline the similarities and differences of international youth work practices.
- Identify the main issues facing young people globally
- Identify key international youth work organisations and describe their practice
- Identify and describe the impact of politics, economic, social and historical events upon global youth work practices

Assessment:

- Paper (3000 words) 60%

  Students will compare and contrast Youth Work practices of another country (not already studied) which they will then compare with Australian policies and practices, evaluating the similarities and differences of the two systems including associated policies, client age range, associated framework/s, training of workers and practice models.

- International Evaluation Report (2000 words) 40%

  Students are to describe and evaluate one international youth organisation (e.g. EU Council, UNICEF, UNESCO, FICE, YouthBank International, YMCA, Australian Volunteers Abroad) discussing the history of the company, what it aims to achieve for young people, etc.

- Course Reflections

  1. How does the practice of your organisation compare to that done in one of the countries studied in the class?
  2. Is your organisation aware of international trends in youth work?

2.6 Children and Young People: Working in Child Protection

- Objectives: By the end of this unit students will be able to:

  - Outline the historical and current legal, political and social frameworks related to child protection in Australia
  - Outline the roles and responsibilities of the key stakeholders involved in child protection
• Undertake a risk assessment to determine if a child or young person requires child protection
• Outline an appropriate response to an emergency situation concerning a child or young person suspected of requiring child protection services
• Apply appropriate organisational procedures and policies when working with victims and their families in child protection cases
• Successfully complete court documentation
• Undertake self-care measures.

• **Content:** Beginning with a brief history of the sector, a presentation of the key issues related to working in the child protection environment, particularly the legal, political and social frameworks within which the work is undertaken will follow. Students will then learn about the children’s court, the various roles and responsibilities of the key stakeholders and the associated challenges associated with working in this sector of youth work. Students will move onto the importance of working towards a basic understanding and undertaking of risk assessment, the relationship and practice implications of child abuse and family violence; substance use; mental illness; and disability appropriate to the professional role, all of which must be undertaken within organisational policy as well as how to work successfully with a victim and their family. The issues of confidentiality and privacy will be addressed before working towards responding to emergency situations within company policy and requirements. Students will also learn about the documentation required when going to court and the expected behaviours and procedures that must be followed. The unit will finish with a look at the importance of maintaining ethical work practices, self-care and wellbeing when working in this environment, as well as the importance of identifying your personal values and attitudes concerning children and young people in similar situations.

• **Skills:**

  • Successfully work in government and non-government organisations
  • Respond to an emergency appropriately
  • Work ethically within the sector’s boundaries
  • Manage own self-care
  • Prepare quality written materials which follow standard procedures for court materials.

• **Assessment:**

  • **Court report**  
    
    Students will be required to visit the children’s court (organised class excursion or in own time) to watch the proceedings. A report of what they
observed that day, following standard court reporting procedures is to be presented about one of the cases observed. Standard confidentiality and privacy requirements are to be followed.

- **Exam (2 hours)**

Students will be examined on the course content of this subject.

- **Course Reflections**

1. Do you believe the procedures for risk assessment in regards to child abuse and family violence, substance use, mental illness and disability for the clients in your organisation are sufficient?
2. Do you believe that children, young people and their families are treated fairly by the court system?

5.3 **Program Delivery in Diverse Community Youth Work Settings (2)**

- **Objectives:** By the end of this course students will be able to:
  
  - Identify and describe Australian youth work practice and program delivery in the early 21st century in a variety of settings including accommodation/residential care, the Arts, care and protection, community, education/schools, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, sport and recreation, etc.
  - Outline the history of each service studies, as well as the associated legal, social, religious and political contexts up to the modern era
  - Describe how government policy impacts both directly and indirectly upon what is possible in each setting
  - Undertake an organisation evaluation to determine how government policy impacts on its ability to support its clients fully.
  - Incorporate a client’s special needs into specially created programs
  - Refer clients appropriately.

- **Content:** Beginning with an identification and overview of diverse settings of practice for children and young people in Australia (the Arts, care and protection, education, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, residential care, sport and recreation, etc.) five areas will be selected by the staff as most relevant to current affairs, the students’ studies and work needs for an in-depth study. Each selected setting will include a history, the legal requirements associated with each, as well as the social and political
implications and typical program identification, development, implementation and review to meet client needs. How government policy impacts both directly and indirectly upon what is possible in each setting will lead onto an exploration of what is occurring within similar contexts internationally.

- **Skills:**
  - Describe each of the five youth work settings studied in detail including a history of the service and the legal, social and political contexts of the current day
  - Identify the benefits for youth clients in each setting
  - Refer appropriately
  - Design, deliver and evaluate a typical program for each of the services studied

- **Assessment:**
  - **Research Paper (3000 words) 50%**
    Students will choose one setting studied in class and discuss the key government policies which have impacted upon service delivery in that area both historically until the modern day.
  
  - **Exam (2 hours) 50%**
    Students will be examined on the content of this course.

- **Course Reflections**

  1. Is it possible to address all of a client’s requirements and needs in the creation of one program?
  2. Do you find the referral process at your organisation is sufficient? Discuss the benefits and suggest improvements to the process.

**Honours: 4th Year**

The addition of an optional 4th year Honours, has been included with the intention of providing an extension for those who wish to pursue further studies and which also brings the new Australian qualification in line with youth work undergraduate degrees offered in Canada and the UK.
Assessed Field Placement

**Honours:** Students will work in one organisation throughout the year for a total of 300 hours placement with the aim of completing a project in conjunction with this organisation which will then be written up as a dissertation.

Applying the theoretical knowledge learnt in the classroom in an approved youth organisation, students may begin their AFP once they have successfully secured the State Government legal requirements for working with young people under 18. In Victoria these are the Working with Children Check (WWCC) and a Police Check which must be sighted and recorded by the AFP Placement Coordinator.

Dissertation

Students are required to undertake a piece of unique research into an area of youth work which interests them. Presented in an academic format, the work will include a literature review of the research topic, a consideration of ethics and methodologies, a presentation of findings and discussion and recommendations for future practice in the field.

- **Objectives:** By the end of this course students will be able to:
  - Produce an original investigation into one aspect of Australian youth work practice on a topic relating to Community Youth Work that has been approved, through consultation between the supervisor and student.

- **Content:** Drawing together the knowledge and skills learnt over the previous three years, students will produce an original piece of work which will be an investigation into Australian youth work practice on a topic of interest relating to Community Youth Work practice that has been approved, through consultation, between the supervisor and student. The topic will be linked to the student’s work in their fourth year placement which is conducted in one organisation for the duration of the academic year.

- **Skills**
  - Presentation of original material
  - Producing quality written materials in an academic format.

- **Assessment:**
  - **Paper (20,000 words)**        80%
Students will produce a 10,000-word paper including a literature review, methodology review, findings and evaluation on an agreed topic between themselves and their supervisor for this course.

- **Presentation of research (30 minutes) 20%**

  Students will present the findings of their dissertation to the entire youth work cohort.

**Semester 1**

**Elective 3**

As described for Elective 1 (pp 33 – 35), students will be provided with a bank of courses to choose from which are all designed to extend an area of personal interest in the area of community youth work. Courses offered will include the following:

- Accommodation Options for Children and Young People
- The Artistic Connection – Utilising the Arts When Working with Children and Young People
- Career Counselling in Youth Work Contexts
- The Physical and Sexual Health Status of Australia’s Children and Young People
- Working with Children and Young People Affected by Alcohol and Other Drugs
- Working with Children and Young People Affected by Mental Health Issues
- Working with Disabled Children and Young People
- Working with Children and Young People in Educational Settings
- Working within the Australian Juvenile Justice System
- Working Outdoors – Utilising Sport, Camping and Recreational Programs for Children and Young People

**2.7 Working with Refugee Children and Young People from Conflict Regions: An Issues Approach**

- **Objectives:** By the end of this course students will be able to:
  
  - Differentiate between the terms *refugee, asylum seeker* and *migrant*
  - Identify different regions of conflict in the world which leads to unaccompanied minors and refugee children and young people
  - Outline Australia’s history of aiding refugees up to the current era
  - Identify a range of issues which affect children and young people affected by conflict
• Identify potential issues for program creation when working with refugee children and young people
• Identify the key agencies working in this area.

• **Content:** Beginning with the definitions of *refugee, asylum seeker* and *migrant*, students will study the current main areas of conflict around the world. Leading onto how this is affecting children, young people and their families in the country of origin and Australia, the course will move onto an in-depth look at the issues such as the children in conflict (e.g. child soldiers), living in conflict zones, the violent death of family members, exposure to life-threatening situations/trauma, unaccompanied minors, disruption to life experiences (e.g. education) and family separation are some of the topics students will address during this course. The plight of refugees and their status upon arrival as migrants, a comparison of the political stance of countries such as Australia and Canada will follow, as well as an investigation into the psychological and social disruptions that can occur in these situations. Issues that affect program creation for this group will round off the course along with an investigation into the key organisations working in this area (e.g. UN, Red Cross, Doctors without Borders, Volunteers Abroad, etc.). Suitable program development for these groups of children and young people will finish off the unit, which will include working with the families and appropriate referrals.

• **Skills:**

  • Design appropriate programs for refugees, migrants and unaccompanied minors
  • Successfully work with refugee families
  • Identify forms of trauma and refer clients appropriately.

• **Assessment:**

  • **Paper (2500 words) 50%**
    
    Students are to write about Australia’s current immigration policy in relation to Human Rights and world practice and how that impacts upon current practice with this group in Australia today.

  • **Visual Postcard 50%**
    
    Students are required to investigate and report on one area of interest in relation to children and young people in conflict zones (e.g. child soldiers, unaccompanied minors, an in-depth study of one organisation working in
conflict zones, etc.). This will be uploaded to the VEL for comment and appraisal by other students.

Honours Semester 2

1.3 Program Delivery in Diverse Community Youth Work Settings (3)

- **Objectives:** By the end of this course students will be able to:
  - Outline Australian youth work practice and program delivery in the early 21st century in a variety of settings including accommodation/residential care, the Arts, care and protection, community, education/schools, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, sport and recreation, etc.
  - Design and evaluate a program with the intention of supporting a group of young people for each of the services studied
  - Incorporate a client’s special needs into relevant programs.

- **Content:** Identification and an overview of diverse settings of practice for children and young people in Australia (e.g. the arts, care and protection, education, health - mental and physical, employment, housing, immigration, justice, outreach, rehabilitation/detox, residential care, sport and recreation, etc.) will be followed by an in-depth study of five topics chosen by the staff as most relevant to current affairs and students’ work needs. For each area selected students will be taken through a brief history of that diverse setting, the legal requirements associated with each, as well as the social and political implications and typical program identification, recent developments in the area and the implementation and the review of meet client needs. The local situation will be set against what is occurring within the national and international communities.

- **Skills:**
  - Provide an in-depth account of each of the five youth work settings studied in detail including a history of the service and the legal, social and political contexts of the current day
  - Identify the benefits for youth clients in each setting
  - Incorporate a client’s special needs into relevant programs
  - Design, deliver and evaluate a typical program for each of the services studied

- **Assessment:**
  - **Program development** 50%
Students will design an evaluation for a program for one of the areas studied in-depth in class.

- **Case Study** 50%

Students will be given a case study about a child or young person located within one of the diverse settings studied during the semester. Providing all of the relevant information pertaining to the case, including referrals, students will discuss the expected outcomes for the client and the possible barriers which could prevent success. Solutions are to be added to the appraisal of the program.

**Footnotes:**

1. Nominal hours refers to the number of hours deemed (i) sufficient for the proposed training outcomes to be demonstrated for meeting the required standards of industry and licensing/professional bodies, (ii) necessary for the teaching, learning and assessment activities, and (iii) necessary for the learner to achieve and demonstrate the required competencies through the practice and consolidation of skills in either a simulated or authentic workplace setting under the supervision of a trainer or workplace assessor (Skills Australia 2011:1)
## Appendix Eleven: An Example of Youth Worker Titles and Roles
(Job Seeker 2014, 2015).

<table>
<thead>
<tr>
<th>Youth Worker Title</th>
<th>Position Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Child Protection Workers</td>
<td>Case work responsibility for child protection cases</td>
</tr>
<tr>
<td>After Hours Support Worker</td>
<td>Responds to new child protection reports and contacts regarding existing child protection clients made to DHS out of business hours for children and young people requiring out of home placement.</td>
</tr>
<tr>
<td>Alcohol and Other Drugs Worker/Therapist</td>
<td>Provide assessment, support and intervention to clients with alcohol and drug issues and implement health promotion and community intervention programs.</td>
</tr>
<tr>
<td>Care Coordinator</td>
<td>Dealing with social services, service users and their families on a day to day basis ensuring that needs are met and that a quality driven service is delivered at all times.</td>
</tr>
<tr>
<td>Case Worker</td>
<td>Offers applicants a wide range of opportunities to work with and support young people who are homeless.</td>
</tr>
<tr>
<td>Child and Family Workers</td>
<td>Utilises a therapeutic approach to creatively support vulnerable children, parents and families; delivers services including outreach, engagement programs, and group work to ensure early intervention and accessibility of family support to vulnerable children and families</td>
</tr>
<tr>
<td>Housing Support Worker</td>
<td>Provides housing case management support to young people 16-25</td>
</tr>
<tr>
<td>Indigenous Youth Worker</td>
<td>Engage with the local youth to improve their overall health and wellbeing including promoting a healthy lifestyle, strengthening cultural identity and relationships with family and Community.</td>
</tr>
<tr>
<td>Job Placement Officer</td>
<td>Responsible for a managing a caseload of clients who have health barriers and assisting them in finding work by sourcing and creating employment opportunities based on their skills and vocational goals, contacting and building relationships with potential employers</td>
</tr>
<tr>
<td>Lead Tenant</td>
<td>Provides a level of support to match the needs of each young person in the program medium to long-term supported accommodation program for young people between the ages of 16-18, ranging from intensive support to medium support. The Volunteer lives with the young person in a shared living arrangement at a house and supports young people to build independent living skills whilst being supported by the Step Out program.</td>
</tr>
<tr>
<td>L2P Program Coordinator</td>
<td>Driver mentoring program which supports young people aged 16-18 who are separated from their families and living in out of home care by helping them learn how to drive.</td>
</tr>
<tr>
<td>Out of Home Care Employment and Leaving Care Mentoring Coordinator</td>
<td>Provides young people with an opportunity to grow and develop their community connectedness through employment pathways and mentoring for the betterment of their life.</td>
</tr>
<tr>
<td>Primary Carer</td>
<td>Case work support, home management, supervision, and a positive role model for the young people living in the residential home.</td>
</tr>
<tr>
<td>Program Leader</td>
<td>Responsible for the leadership and development of relevant team</td>
</tr>
<tr>
<td>Position</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Residential Youth Case Worker</td>
<td>Opportunity to make a real difference supporting young people experiencing homelessness. Challenging &amp; rewarding direct service work.</td>
</tr>
<tr>
<td>Student Well-Being Officer</td>
<td>Responsible for the provision of a coordinated welfare response to all enrolled youth students, assisting students to develop resilience and strategies to overcome barriers to learning, make positive life choices, develop their social skills and improve their overall health and wellbeing.</td>
</tr>
</tbody>
</table>
| Therapeutic Family Services Practitioner (Adolescent Focus) | Required to plan and implement strategies and interventions with adolescents/families which assist in resolving circumstances which place adolescents at risk by:  
  o providing a therapeutic and family casework service;  
  o working with the families to empower them in managing their life situation and engagement with their community;  
  o participating in group work facilitation and development. |
| Youth Alcohol and Other Drugs Worker         | Providing support to young people in a variety of settings including outreach, residential and educational.                                    |
| Youth Support Case Worker                    | Identify and address the root-causes of homelessness risk factors for young people; provide access to integrated services with individually tailored support packages |
| Youth Case Manager/Facilitator               | Connect, guide, support and train “disadvantaged” young people recommended by and attending schools as they transition from Year 10 to their first career job and or tertiary education. |
| Youth and Family Care Worker                 | Supporting vulnerable people.                                                                                                               |
| Youth Worker school                          | Wellbeing counsellor is to assist students to engage with learning.                                                                          |
| Youth Worker - Programs and Events           | Responsible for the provision of all aspects of programs and events created for young people. Often works for local government or recreational-based organisations (E.g. YMCA) |
| Youth Programs Worker                        | Plan, develop & implement a variety of community and school based youth programs including personal development, social and recreational programs, as well as information, support and referral services to young people aged 12 – 25 years |
## Appendix Twelve: 2015 Australian Higher Degree Undergraduate Courses

<table>
<thead>
<tr>
<th>University</th>
<th>AUSTRALIAN CATHOLIC UNIVERSITY (ACU)</th>
<th>EDITH COWAN UNIVERSITY (ECU)</th>
<th>ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY (RMIT)</th>
<th>VICTORIA UNIVERSITY (VU)</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Bachelor of Youth Work</td>
<td>Bachelor of Youth Work</td>
<td>Bachelor of Social Sciences (Youth Work)</td>
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### Programs

#### Year 1

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<th>Semester 1</th>
<th>Knowing Young People</th>
<th>Youth Issues</th>
<th>Australian Society in a Global Context</th>
<th>Youth Work Practice (theory)</th>
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<td>Australian Indigenous Peoples - Past and Present</td>
<td>Interpersonal Helping Skills</td>
<td>Knowing Young People</td>
<td>Youth Work Contexts</td>
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<td>Introduction to Sociology</td>
<td>Introduction to Community Work</td>
<td>Power and Governance</td>
<td>Recreation Programming</td>
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<td>What is Youth Work?</td>
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<table>
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<th>Semester 2</th>
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<th>Principles of Youth Work</th>
<th>Intercultural Communication</th>
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<tr>
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<td>Wellbeing and Young People</td>
<td>Working with Groups</td>
<td>Mapping the Youth Sector</td>
<td>Youth Work Programs</td>
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<td>Our World: Community and Vulnerability</td>
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<td>Models of Practice and Sites of Intervention</td>
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<td>Practicum 1: Working with Youth Agencies &amp; Organisations</td>
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#### Year 2

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<th>Researching Young People</th>
<th>Community Development</th>
<th>Legal and Justice Issues for Young People</th>
<th>Holistic Practice with Young People</th>
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<td>Building Relationships and Supporting Young People</td>
<td>Vulnerable People and Communities</td>
<td>Youth Work Ethics and Professionalism</td>
<td>Principles of Youth Participation</td>
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<td>Youth Work Skills Sets</td>
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<td>Ethical Principles and Practices of Youth Work</td>
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<td>Australian Youth Cultures</td>
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<td>Youth Work Field Education</td>
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<td>Youth Work Professional Practice (b)</td>
<td>Young People, Diversion and Restorative Practices</td>
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# Appendix Thirteen: Mapping of the Original Australian Youth Work Course: 1960 - 2014

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<td><strong>Institution</strong></td>
<td>YMCA*</td>
<td>YMCA**</td>
<td>STATE COLLEGE OF VICTORIA (COBURG) SCV (COBURG)***</td>
<td>ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY (RMIT)</td>
<td>ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY (RMIT)</td>
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<td><strong>Title</strong></td>
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<td>Diploma of Youth Leadership</td>
<td>Diploma of Youth Work</td>
<td>Bachelor of Arts (Youth Affairs)</td>
<td>Bachelor of Social Sciences (Youth Work)</td>
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<td><strong>Location</strong></td>
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## Programs

### Year 1

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<tr>
<th>Trimester/Semester 1</th>
<th>Bible</th>
<th>Psychology 1</th>
<th>Principles &amp; Practice of Youth Work (Practicum = 6 hrs/week + 2 week vacation placement)</th>
<th>Youth Studies 1: Images of Youth</th>
<th>Australian Society in a Global Context</th>
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<tbody>
<tr>
<td>Life of Jesus</td>
<td>Sociology 1</td>
<td>Psychology</td>
<td>PP1 – Skills relating to young people</td>
<td>Knowing Young People</td>
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<td>Worship Resources</td>
<td>Physical Education 1</td>
<td>Sociology</td>
<td>PP2 - Communication &amp; Research</td>
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<td>Youth Work 1</td>
<td>Group Work</td>
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<td>What is Youth Work?</td>
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<td>Clear Thinking</td>
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<td>Art &amp; Craft</td>
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<td>Field Work 1</td>
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<td>Theology Studies</td>
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<td>English &amp; Library</td>
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<td>Principles &amp; Practice of Youth Work (Practicum = 6 hrs/week + 2 week vacation + 1 week Creative Activity Camp: placement)</td>
<td>YS2 Understanding Young People’s lives</td>
<td>Intercultural Communication</td>
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<td>Comparative Youth Movements</td>
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<p>| Year 2 | Theology | Sociology 2 | Personal and Professional Development | PP5 - Group Work 1 | Legal and Justice Issues for Young People |</p>
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<th>Christian Education</th>
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<td>Psychology 2</td>
<td>Youth Counselling</td>
</tr>
<tr>
<td></td>
<td>Sociology 2</td>
<td>Elective Academic</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
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<tr>
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<td>Administration</td>
<td>Field Experience</td>
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<tr>
<td></td>
<td>Physical Education</td>
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<td></td>
<td>Group Work 2</td>
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<td>Political Philosophy</td>
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<table>
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<tbody>
<tr>
<td>Trimester/Semester 1</td>
<td>Full-time work as a youth worker (7 months)</td>
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<td>Field Experience in Placement 2</td>
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<tr>
<td></td>
<td></td>
<td>Program Management and Evaluation</td>
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<td>Community Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
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<td>Elective Academic</td>
</tr>
<tr>
<td></td>
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<td>Elective Skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Sector Management in the 90's</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organisational Studies</td>
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<td>Discipline</td>
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<td>YS4 Youth Work as a Profession</td>
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<td>Youth Studies and Social Action</td>
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<td>Youth Policy (Youth Work Theory and Practice 3)</td>
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<td>Home Nursing (1 week)</td>
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<td></td>
<td>General Elective</td>
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<tr>
<td></td>
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<td>Personal and Professional Development</td>
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<td>Group Work</td>
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## Appendix Fourteen: 2014 – 2015 Canadian Higher Degree Undergraduate Courses

<table>
<thead>
<tr>
<th>University</th>
<th>MOUNT ROYAL</th>
<th>GEORGE BROWN COLLEGE</th>
<th>HUMBER COLLEGE</th>
<th>UNIVERSITY OF VICTORIA</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Bachelor of Child Studies</td>
<td>Adv. Diploma: Child and Youth Care Program</td>
<td>Bachelor of Child and Youth Care</td>
<td>Bachelor of Child and Youth Care</td>
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<tr>
<td><strong>Location</strong></td>
<td>Calgary, Alberta</td>
<td>Toronto, Ontario</td>
<td>Toronto, Ontario</td>
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<tr>
<td><strong>Duration</strong></td>
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### Courses

#### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>The Profession of Child and Youth Care</th>
<th>Introduction to Child and Youth Care</th>
<th>Interpersonal Communications</th>
<th>Introduction to Professional Child and Youth Care Practice: Part 1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Fundamental Skills in Interviewing</td>
<td>Introduction to Psychology</td>
<td>Legislation Advocacy and Community Resources</td>
<td>Field Placement 1</td>
</tr>
<tr>
<td></td>
<td>Mental Health and Substance Abuse</td>
<td>Child Development</td>
<td></td>
<td>Introduction to Helping Skills in Child and Youth Care Practice</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement (Psychology recommended)</td>
<td>Exceptional Children</td>
<td>Child and Youth Care Intervention 1</td>
<td>Lifespan Development (Conception to Late Childhood)</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement (English Cluster 4 recommended)</td>
<td>Therapeutic Activities 1</td>
<td>Introduction to Psychology</td>
<td></td>
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<tr>
<td></td>
<td>General Education Elective</td>
<td>College English</td>
<td>Diversity and Social Inclusion 1</td>
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</tr>
<tr>
<td>Semester 2</td>
<td>Working with Vulnerable Children, Youth and Families</td>
<td>Interpersonal Skills</td>
<td>Fundamentals of Interviewing and Counselling</td>
<td>Introduction to Professional Child and Youth Care Practice: Part 1</td>
</tr>
<tr>
<td></td>
<td>Fieldwork</td>
<td>Therapeutic Activities II</td>
<td>Creative Therapeutic Programming</td>
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<td></td>
<td>Fundamental Skills in Counselling</td>
<td>Child and Youth Work Methods 1</td>
<td>Preparing for Professional Practice</td>
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<tr>
<td></td>
<td>General Education Requirement (Psychology 2)</td>
<td>Field Preparation Seminar</td>
<td>Elective</td>
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<td>Elective</td>
<td>Professional Practice Lab</td>
<td>Infant and Child Development</td>
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</tr>
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<td>Professional Practice Lab</td>
<td>Foundations of Group Work</td>
<td>Family Dynamics</td>
<td>Lifespan Development (Conception to Late Childhood)</td>
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<td></td>
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<td>Legislation and Social Issues</td>
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#### Year 2

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Youth Care Practice with Families</th>
<th>Counselling Skills</th>
<th>Child Abuse – Responses and Resiliency</th>
<th>Applying Change Theories in CYC Practice (a)</th>
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<tbody>
<tr>
<td></td>
<td>Assessment and Plans of</td>
<td></td>
<td>Field Placement 2</td>
<td>Supervised</td>
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</table>

### Notes

- The courses listed are subject to change and should be verified with the respective universities.
- Supervised Field Placement 2 indicates that this placement is supervised.
- The Professional Child and Youth Care Practice courses are designed to provide practical experience in working with child and youth care settings.
- Lifespan Development courses focus on understanding the developmental stages from conception to late childhood.
- The General Education Elective courses are recommended to provide a broader educational perspective.
- The Field Preparation Seminar focuses on preparing for professional practice.
- The electives are designed to allow students to explore further interests within the field of child and youth care.

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<table>
<thead>
<tr>
<th>Practicum 1</th>
<th>Care</th>
<th>Practicum 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Abuse and Neglect</td>
<td>Group Work in Child and Youth Care</td>
<td>Introduction to CYC Practice in Indigenous Contexts</td>
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<td>General Education Requirement</td>
<td>Integrative Seminar III</td>
<td>Elective</td>
</tr>
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<td>General Education Requirement</td>
<td>Field Placement III</td>
<td>Middle Childhood and Adolescence Development</td>
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<td>General Education Requirement</td>
<td>Group Dynamics I</td>
<td>Psychology of Mental Health and Mental Illness</td>
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<td>General Education Requirement</td>
<td>Crisis Prevention and Intervention</td>
<td>Adolescent Development – From Risk to Resilience</td>
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<td>Semester 4</td>
<td>Group Process and Counselling Theory</td>
<td>Therapeutic Foundations</td>
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<td>Assessment and Intervention</td>
<td>Child and Youth Work Methods III</td>
<td>Child and Youth Care Intervention 2</td>
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<td>Practicum 2</td>
<td>Integrative Seminar IV</td>
<td>Field Placement 3</td>
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<td>General Education Requirement (Psychology 3)</td>
<td>Field Placement IV</td>
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<td>General Education Requirement</td>
<td>Group Dynamics II</td>
<td>Government and Social Welfare</td>
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<td>General Education Requirement</td>
<td>Human Sexuality</td>
<td>Diversity and Social Inclusion 2</td>
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<th>Year 3</th>
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<tbody>
<tr>
<td>Semester 5</td>
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<tr>
<td>Neuroscience and Child Development</td>
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<td>Child and Youth Human Rights</td>
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<tr>
<td>Principles of Program</td>
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<td>Elective</td>
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<td>Elective</td>
</tr>
<tr>
<td>Semester 6</td>
</tr>
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<tr>
<td>Practicum 3</td>
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<tr>
<td>Leadership and Collaboration</td>
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### Year 4

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<tr>
<th>Semester 1</th>
<th>Studies in Systems and Social Policy</th>
<th>Special Topics 1</th>
<th>Advanced Supervised Practicum</th>
<th>Program Management</th>
<th>Advanced Supervised Block Practicum</th>
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<tbody>
<tr>
<td>Mental Health Interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Responding to Primary and Secondary Trauma</td>
</tr>
<tr>
<td>Capstone 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Research Methods in CYC Care</td>
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<tr>
<td>Elective</td>
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### Semester 2

<table>
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<tr>
<th>Capstone 2</th>
<th>Community Practice Special Topics 2</th>
<th>Advance Practice Working With Families</th>
<th>Senior Level Thesis Project</th>
<th>Children and Youth from Conflict. Post Conflict: An Issues Approach</th>
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<tbody>
<tr>
<td>General Education Requirement</td>
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<td>Field Placement 7</td>
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General Education Requirement
## Appendix Fifteen: 2015 New Zealand Youth Work Courses

<table>
<thead>
<tr>
<th>Training Provider/University</th>
<th>CAREERFORCE</th>
<th>CAREERFORCE</th>
<th>PRAXIS**</th>
<th>WELLINGTON INSTITUTE OF TECHNOLOGY (WELTEC)</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>New Zealand Certificate in Youth Work (Level 3)</td>
<td>New Zealand Certificate in Youth Work (Level 4)</td>
<td>National Diploma in Youth Work (Level 6)</td>
<td>Bachelor of Youth Development</td>
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<tr>
<td><strong>Location</strong></td>
<td>New Zealand</td>
<td>New Zealand</td>
<td>Wellington, Christchurch &amp; Auckland, New Zealand</td>
<td>Wellington, Auckland</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>8 months</td>
<td>14 months</td>
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<td><strong>Credit points</strong></td>
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<td>120</td>
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<td>Competency</td>
<td>Competency</td>
<td>Achievement</td>
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### Year 1

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>16856 Describe group work and leadership in youth work in the youth development sector</th>
<th>16862 Demonstrate knowledge of safety management in the youth development sector</th>
<th>Process Group Challenges ABL workshop Study Skills &amp; Course Information Introduction to Supervision Introduction to Spiritual Formation Introduction to Youthwork (sic) Practice RAMs</th>
<th>YD5100* Honouring Te Tiriti o Waitangi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>16850 Work with a young person as a youth workers in the youth development sector</td>
<td>28539 Establish and maintain a safe environment for young people in the youth development sector</td>
<td></td>
<td>YD5101 Understanding Youth Development</td>
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<tr>
<td>Trimester 1</td>
<td>22256 Describe the principles, aims and goals of the Youth Development Strategy Aotearoa</td>
<td>16853 Demonstrate and apply knowledge of kawa and tikanga of tangata whenua in the youth development sector</td>
<td></td>
<td>YD5102* Understanding Youth Culture and Identity</td>
</tr>
<tr>
<td>Trimester 1</td>
<td>22257 Profile Youth in Aotearoa</td>
<td>28558 Explain the impact of colonisation on health and wellbeing for tangata whenua in Aotearoa New Zealand</td>
<td></td>
<td>YD5103* Building Intentional Relationships</td>
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<tr>
<td>Trimester 1</td>
<td>28522 Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting</td>
<td>22253 Profile a community of relevance in the youth development sector</td>
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<td>Description</td>
<td>Code</td>
<td>Description</td>
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<tr>
<td>23389</td>
<td>Describe knowledge of risk management planning in a health or wellbeing setting</td>
<td>28556</td>
<td>Plan, develop, implement, and evaluate a youth development project in the youth development sector</td>
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</tr>
<tr>
<td>16857</td>
<td>Help plan, deliver, implement and evaluate a youth development project in the youth development sector</td>
<td>28538</td>
<td>Establish and maintain a relationship to support a young person in the youth development sector</td>
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<tr>
<td>23093</td>
<td>Describe the relevance and application of the principles of the Treaty of Waitangi in the workplace (E)</td>
<td>28540</td>
<td>Lead group activities with young people in the youth development sector</td>
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<tr>
<td>28543</td>
<td>Describe culturally safe Maori operating principles and values and their application in a health or wellbeing setting (E)</td>
<td>28541</td>
<td>Mentor and support young people to identify goals and develop action plans in the youth development sector</td>
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<tr>
<td>22250</td>
<td>Describe professional supervision for youth workers in the youth development sector</td>
<td>28537</td>
<td>Develop and implement a self-care plan as a youth worker in the youth development sector</td>
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Placement: 12-14 hours per week for 34 weeks

<table>
<thead>
<tr>
<th>Trimester 2</th>
<th>Community Profile RAP Te Tiriti The Journey Code of Ethics</th>
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<tbody>
<tr>
<td></td>
<td>YD5104 Managing Information</td>
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<td>YD5105 Promoting Family, Whānau and Community Cohesion</td>
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<td>YD5106 Assessing and Managing Risk</td>
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<td>YDS107 Entering Professional Practice</td>
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<th>Placement</th>
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<td>Semester 1</td>
<td>Year 2</td>
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<tr>
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<tr>
<td>Reflecting on Stories Indoor Sports Community Connection Maori Views of Wellbeing and Development Youth Health and Development Globalisation, Culture and Subcultures</td>
<td>YD6200 Working with Teams YD6201 Working with Groups YD6202 Designing Positive Youth Development Initiatives YD6203 Developing Positive Youth Development Initiatives <strong>Placement: 12-14 hours per week for 34 weeks</strong></td>
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<th>Semester 2</th>
<th>Trimester 3</th>
<th>Practicum</th>
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<tr>
<td>Mihimih &amp; Kupu Maori The Journey Creative Communication ABL Mentoring Reflection History of Youthwork Agency Structures</td>
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<th>Semester 2</th>
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<tr>
<td>Year 3</td>
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<tr>
<td>YD7301 Managing Crisis YD7304 Critical Practice YD7300 Research and Enquiry Placement: 12-14 hours per week for 34 weeks</td>
<td>Becoming Professional YD7302 Working in Organisations YD7303 Sustainable Youth and Social Development</td>
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<table>
<thead>
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<th>Trimester 3</th>
<th>Practicum</th>
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** Delivered each year in four blocks/terms of one week each that are timetabled from 9 am – 5 pm each day, weekly classroom teaching and practical experiences, supervised practical
work at the student’s agency and assignments continue throughout the year. *** Semesters 4 & 6: 4 days a week internship and 5 hour classes on Fridays
Appendix Sixteen: 2014 - 2015 United Kingdom Higher Degree Undergraduate Courses

<table>
<thead>
<tr>
<th>University</th>
<th>COVENTRY UNIVERSITY</th>
<th>EDINBURGH UNIVERSITY</th>
<th>GLYNDWR UNIVERSITY</th>
<th>ULSTER UNIVERSITY</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>BA (Hons) Youth Work</td>
<td>B. A (Honours) Community Education (Youth Work) Can specialise in Adult Ed/Comm Work/ YW</td>
<td>B.A (Hons) Youth and Community Studies</td>
<td>Bachelor of Community Youth Work (Hons)</td>
</tr>
<tr>
<td>Location</td>
<td>Coventry England</td>
<td>Edinburgh Scotland</td>
<td>Wrexham Wales</td>
<td>Belfast/Derry Northern Ireland</td>
</tr>
<tr>
<td>Duration</td>
<td>3 years</td>
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<td>3 years f/t</td>
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**Courses**

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Academic and Skills and Reflective Practice</th>
<th>Introduction to Community Education (ICE)</th>
<th>Understanding Self and Others</th>
<th>The Context of Youth Work (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Social Policy for Youth Work</td>
<td>Developing professional identity in community education (DPICE)</td>
<td>Understanding Values and Principles</td>
<td>Understanding Society</td>
<td></td>
</tr>
<tr>
<td>Introduction to Youth Work</td>
<td>Students select one course in each semester for exactly 40 credits from the courses listed.</td>
<td>Reflective Practice (Sem 1 &amp; 2) (220 hrs, theme: skills development, building and maintaining relationships)</td>
<td>Youth Studies and Social Sciences</td>
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<tr>
<td>Working with Groups</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Initial Youth Work Practice (354 hours)</td>
<td>Developing professional identity in community education (DPICE)</td>
<td>Understanding Self and Others</td>
<td>Principles and Practices of Youth Work, Interpersonal Skills &amp; Informal Education Part 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Formal and Informal Education</td>
<td>Working With Individuals and Groups (WWIG)</td>
<td>Understanding Values and Principles</td>
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<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Community Education: Theory, Policy and Politics (TPP)</td>
<td>Placement 1: Reflective Practice (Sem 1 &amp; 2) (220 hrs, theme: skills development, building and maintaining relationships)</td>
<td>Students select one course in each semester for exactly 40 credits from the courses listed.</td>
<td>Developing Learning and Reflective Practice</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td>Semester 1</td>
<td>Sociology of Perspectives on Childhood and Youth</td>
<td>Concepts and Controversies in Community Education (C&amp;C)</td>
<td>Politics and Social Policy</td>
<td>Community Youth Work (Working in a Diverse Society) Level 5</td>
</tr>
<tr>
<td></td>
<td>Youth Work Skills and Practice</td>
<td>Managing Youth Work</td>
<td>Students select exactly 20 credits from the courses listed at the following link: Level 8 courses in Schedules A to Q, T and W</td>
<td>Creative Skills for Engagement</td>
</tr>
<tr>
<td></td>
<td>Managing Youth Work</td>
<td>Youth Work Skills and Practice Placement (180 hour placement)</td>
<td>Assessed Practice (300 hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychological perspective: Children and young people</td>
<td>Community Education Professional Practice 1 (PP1)</td>
<td>Final Youth Work Placement (354 hours) including</td>
<td>Social Research Methods</td>
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<tr>
<td></td>
<td>Placement Preparation time for 3rd year</td>
<td></td>
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</tr>
<tr>
<td>Year 2</td>
<td>Year 3</td>
<td></td>
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<tr>
<td>‘Recall Sessions’</td>
<td>(PPPICE)</td>
<td>Community Education Methods and Approaches: Developing Dialogue (CEMA)</td>
<td>Professional Studies in Supervision</td>
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<td># Select exactly 20 credits from the courses listed</td>
<td>Research Methods International Perspectives</td>
<td></td>
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<tr>
<td>Semester 2</td>
<td>Positive Youth Development and Creativity</td>
<td>Community Education Professional Practice 2 (PP2)</td>
<td>Managed Professional Life Placement (220 hrs theme: research influencing practice and policy)</td>
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<td></td>
<td>Youth Work Research Project</td>
<td></td>
<td>Study of Applied Practice</td>
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</tr>
</tbody>
</table>

### Year 4

| Semester 1 | | |
|-------------|---------------------------------------------------------------|----------------------------------|--------------------------|
|             | Community Education Honours Dissertation (Diss) | | |
|             | Community Education Professional Practice 3 (PP3) | | |
|             | # Select exactly 20 credits from the courses listed excluding option taken in year 3 - Youth work | | |

<p>| Semester 2 | | |
|-------------|---------------------------------------------------------------|----------------------------------|--------------------------|
|             | Community Education Honours Dissertation (Diss) | | |
|             | Community Education Honours Seminar in Social and Educational | | |</p>
<table>
<thead>
<tr>
<th>Theory (HS)</th>
<th>Community Education</th>
<th>Professional Practice 3 (PP3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
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