

# **Youth Work Apprenticeships**

**The Youth Work Good Practice Handbook**

## Overview

Apprenticeships in Wales help to inspire success in the individual and bring huge benefits to the workplace. The Welsh Government currently offers a number of initiatives to encourage employers to recruit more apprentices. One of the most popular is the Young Recruits Programme, this is an all Wales programme that provides funding to employers offering high quality apprenticeship programmes who recruit and train additional young apprentices (16-24 yrs old).

### **Employers: Can You Make Someone Great?**

81% of businesses say employing apprentices makes their workplace more productive.

By becoming involved in Apprenticeships in Wales, we are creating a more responsive, motivated workforce with the key skills and experience you need.

### **Apprentices: Make yourself a great career – Take an Apprenticeship**

Apprenticeships are a great way for you to gain recognised qualifications and essential skills while earning a wage.

The workplace experience that you will gain during your apprenticeship will stay with you for life, and it has never been a better time to have marketable skills. You can share your learning between college or a training provider and working in your employer's business, so you'll gain both qualifications and the experience to back them up.

If this sounds like something you'd like to be involved in as an **Apprentice** or as an **Employer** read on! This Handbook, whilst not an exhaustive or prescriptive guide to apprenticeships, provides examples of good practice, real experiences of apprentice youth workers, employers and training providers, and directs you towards further information that will assist you in moving forward.

This is one of a library of Good Practice Methodology Handbooks commissioned by the Welsh Government to support the role of the many thousands of employed and volunteer youth work practitioners across Wales. The process of research and writing the documents has been undertaken by CWVYS, who has endeavoured to create significant partnerships between the voluntary and maintained youth work sectors for the Handbook development in order to provide the users with a broad range of material that can meet varied needs and situations. Examples of good practice have been gathered from across Wales and

beyond and are provided to act as a catalyst for new and innovative ideas, and to encourage youth work groups and organisations to consider new ways of working and/or enhance their current practice.

The Handbooks that make up this library are designed to complement each other and references are made to other parts of the library rather than being repetitive.

We hope you find this and all the Handbooks challenging, useful and stimulating.

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## **Acknowledgements**

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# Introduction

Young people grow up in an ever more complex world, facing an often confusing array of choices and issues as they progress towards adulthood. This makes youth work an increasingly sophisticated workplace in which to be involved in the contemporary world. An Apprenticeship in Youth Work is about; helping young people fulfil their potential through personal and social development; And providing young people with challenges and new experiences, whilst allowing them to be creative, active and have fun – all part of an informal and non-formal educational approach that helps young people to develop their own voice and identity.

Apprenticeship schemes are an ideal way for school-leavers to pick up necessary qualifications for their career of choice and earn a bit of money whilst doing so. Combining elements of 'normal' employment and learning, which takes place away from the workplace, apprenticeship schemes allow participants to gain work experience, pick up necessary skills for their trade, earn the qualifications they need for their career and also earn some money whilst doing so.

Apprenticeship schemes can take up to four years to complete, though it's not uncommon for some to only last one year. The length of the scheme depends entirely on which industry the apprentice is working in, their skills and the level of apprenticeship scheme they are aiming towards. The Careers Wales website has some great information about the types of apprenticeship schemes available, including current vacancies:

<http://new.careerswales.com/16to19/server.php?show=nav.4749>

Skills gaps have been identified as a problem for the UK for successive years and a number of initiatives and policies have been put in place to try and raise both the skill levels of the UK workforce and, therefore, productivity levels. Apprenticeships are the Government's preferred route into work-based learning (WBL) for young people aged 16-24, who are capable of achieving at Level 2 (Apprenticeship) and Level 3 (Advanced Apprenticeship). <http://careers.guardian.co.uk/careers-blog/higher-apprenticeships-for-engineering-science-technology> - an article about the issue of skill gaps.

Apprenticeships provide a structured programme of training leading to recognised national qualifications and are available across a wide range of occupations and across the different sectors of the UK economy. Apprenticeships are open to anyone aged 16 - 64

(although some apprenticeships may have certain age restrictions attached) who is resident in Wales and who is not in full-time education.

Apprenticeships could be seen as an extension of good quality youth work, with the core values of education, participation, empowerment and equality of opportunity embedded at the heart, whilst supporting youth engagement accreditation and peer education. They provide useful stepping-stones for both the growth of young people as participants in youth service provision and the development of young people as facilitators and leaders of youth work activities.

Apprenticeships in Youth Work maybe seen as a development from the “senior member training”, the route is no different to much of the quality work which has gone before, but it now provides a nationally recognised formal structure. It is this added benefit which will allow many young people, and in particular those who might not otherwise be able to remain in a position of study without pay, which makes an Apprenticeship in Youth Work a very attractive option.

# **Apprenticeships – The Facts**

Apprenticeships bring benefits to both the Apprentice and their Employer's business. Here are some key points about apprenticeships.

## **What are Apprenticeships?**

Apprenticeships are work-based training programmes designed around the needs of employers. These lead to national recognised qualifications. They are an excellent way for your business to develop key skills within your workforce.

Apprenticeships in Wales include the following elements:

- an appropriate work based national qualification
- Essential skills qualifications e.g. communication, application of numbers and IT
- Understand employment responsibilities and rights in health, social care or children and young people's settings.
- Optional essential skills

## **Who are they for?**

Apprenticeships are available to those aged 16-64, so you can take on a new starter or train existing employees.

## **Who runs them?**

Apprenticeships are designed by the Sector Skills Councils. Sector Skills Councils (SSCs) are independent, employer led, UK wide organisations designed to build a skills system that is driven by employer demand.

## **How are Apprenticeships developed?**

Business representatives from industry work with the Sector Skills Councils to develop the course content. Because they understand your business, the training will be relevant for your industry, and your business.

## **Where do they take place?**

This is up to you. Most of the training is 'on the job' at your premises. The rest maybe provided by a local college, a specialist learning provider, or in some cases you may deliver everything yourself.

## **Some interesting Apprenticeship statistics**

- 80% of those employers who employ apprentices agree they make their workplace more productive;
- 81% of consumers favour using a company which takes on apprentices;
- 83% of employers who employ apprentices rely on their apprenticeships programme to provide the skilled workers that they need for the future;
- 88% of employers who employ apprentices believe that Apprenticeships lead to a more motivated and satisfied workforce;
- Over 100,000 employers offer Apprenticeship places in over 190 job roles across a wide range of sectors;
- The National Minimum Wage for apprentices is £2.50 per hour. Many employers prefer to pay more however, and research shows that the average salary is approx £170 per week.

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/employers/apprenticeshipfacts/?lang=en>



## The Apprentice Youth Worker

As an apprentice youth worker, no two days of work will be the same. Every young person has a unique situation, and so you could be doing all sorts: offering support, developing projects that tackle issues, or organising activities like sports and drama. You'll need to come up with creative ways to reach young people, and be able to build relationships with them.

There's an administrative side to youth work as well. You might help manage volunteers or part-time staff, help apply for grants, keep records of your work, and network with other professionals including social workers, teachers and probation officers.

At the end of your Apprenticeship, you'll be in a good position to take the next step in your career as a youth worker..

If I was to describe my apprenticeship in a few words it would be challenging, motivating and a good experience. As an apprentice my role was to be, and be trained as, an apprentice participation youth worker. This was an experience that had its ups and downs. In the beginning it was hard to deal with the constant challenging behaviour that you came across from the young people. I feel maybe this period of time was because of my inexperience. Overcoming this was easy because I had the support and the experience of a team that had collectively over 50 years' experience in youth work. What also helped was that as apprentices we had each other and our trainer to help if we needed to reflect and tackle something. I would say the positives about an apprenticeship in this field are that you have every support you need and these people became more than just work colleagues, they became friends. I think it takes a special sort of person to be an apprentice. I think you have to be determined, positive and cope with the pressure of a full time work schedule and an intense work program. But I think with all this pressure it comes with its rewards: you can see yourself improve as a person and become much more than an apprentice. You become a professional. Someone asked me a while back if I would recommend being an apprentice and I would 100% recommend being an apprentice youth worker it was an experience that I would never forget.

Lewis Stones – a young apprentice in Staffordshire



## **MY JOURNEY!**

### **Paula Goodwin**

The experience of completing my Level 3 Apprenticeship youth work with Staffordshire Young People's Service has definitely enabled me to be a more reflective and effective youth work practitioner. Doing your day-to-day work, you don't often realise what specific Youth Work outcomes you are delivering to young people and within the community! By undertaking the level 3 course, I was able to realise and fully comprehend the extent of my engagement in both community, group work and one-to-one targeted youth work.

The Level 3 youth work apprenticeship programme is an invaluable asset to any Youth worker undertaking a substantive post. The coursework enables you to be more effective in all areas of your work – Communication, Observation, Reporting, Partnership Working etc.

From undertaking the Level 3, I have now got the Theory Bug (!) and I am undertaking a Post Graduate Diploma at Sheffield Hallam University which will enable me to get a JNC Youth Work Qualification.

Having undertaken the Level 3, I now feel more competent to successfully complete the Post Graduate Course.

# Why Appoint an Apprentice Youth Worker in Wales?

Apprenticeships in Wales are the proven way to train your workforce. Any company in Wales, whatever size or sector, can take part in Welsh apprenticeships.

## Invest in your future workforce

Apprenticeships can make your organisation more effective, productive and competitive by addressing your skills gaps directly, even in uncertain economic times. The beauty of being part of the Apprenticeship programme in Wales is that your apprentice can work and learn at the same time.

One important question we need to ask is “Who is the apprenticeship for?” In other words, who do we expect to benefit from running an apprenticeship programme and are we falling into the trap of finding a cheap way to get more staff?!!!

The benefits to organisations and businesses who appoint apprentices are far reaching, not only in respect to building a skilled workforce, but with the enthusiasm, innovative ideas and fresh perspectives they bring to situations. Further information about the benefits to employers can be found on the Welsh Government website at:

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/employers/businessbenefits/?lang=en>

And The National Apprenticeships Service site at:

<http://www.apprenticeships.org.uk/Employers.aspx>

You may consider entering an apprenticeship programme as an apprenticeship partner. An apprenticeship partner is an organisation that either employs an apprentice and provides on-the-job training, or who provides off-the-job training such as a college or specialist training provider. There are certain roles and responsibilities that need to be clearly understood before starting an apprenticeship scheme and some examples of these are given below.

- Is there a comprehensive induction programme in place and who will be responsible for delivering it to the Apprentice? Organisations often have a basic induction programme but very often inductions for new staff are very poor.
- What wage will the Apprentice be paid and how will the position be funded?

- Beyond the framework of training, what other opportunities are there or will there be for further CPD?
- Who will provide the support and supervision for the Apprentice? Who will mentor? How will the Apprentice be involved in developing the training and support plan?
- How will the Apprentice's family be supported, or encouraged to support? Consider that the Apprentice may be the first member of the family to seek employment for some time or due to certain circumstances, and that may impact on the support of, or confidence in him or her.
- What incentives are there for the Apprentice to complete the programme? Is there the opportunity for a full or part-time position? Is there support for further study and/or training?

As an Apprentice or an Employer hosting an Apprentice it is really important that you understand what is expected of you, and what you can expect from each other. The job description will play a vital role in clarifying expectations and the induction programme will ensure that boundaries and health and safety matters are understood from the outset.

### **Case Studies – Apprentice Youth Worker programmes**

Since inception, our Youth Service has prided itself on its 'grow your own' staff policy with a rigorous staff training schedule traditionally beginning with a volunteer induction, OCN Level 2 Introduction to Youth Work, mandatory training leading to the potential for staff to apply to go on to HE to study the Youth & Community Work degree. In order to support newer or even experienced yet unqualified staff in their pathway to qualified youth worker status, four years ago, in partnership with Coleg Gwent the Youth Service registered to deliver the then-NVQ Level 2 and 3 in Youth & Community Work as a coherent training route to bridge the gap from induction to HE. Since then the programme has been grown and diversified to receive enrolments from prospective candidates who apply through the college, which has resultantly initiated partnerships between neighbouring statutory youth services and the voluntary sector. The courses, accredited through City & Guilds, have since been brought into line with the Qualification and Credit Framework (QCF) / Credit and Qualification Framework for Wales (CQFW) guidelines and have been repackaged as the Level 2 Certificate & Level 3 Diploma in Youth Work Practice.

The Level 2 Certificate in Youth Work Practice is delivered via 1 day a week's off-the-job training / theory (term time only), with students undertaking a 20-hour a week youth work placement (term time only, also.) The Level 3 Diploma in Youth Work Practice is

delivered in the same format. Both courses are delivered by qualified youth workers from the Youth Service, both seconded to Coleg Gwent for the 1 day a week. The courses are assessed by qualified assessors within each of the work placement organisations, and internally verified by another youth worker from the Youth Service. The course is externally verified by City & Guilds, as the awarding body. A condition of delivering the course on behalf of Coleg Gwent is that the students work towards the Wider Key Skills of Improving Own Learning, Problem Solving and Working With Others at the equivalent level to the youth work course being studied, which enables the college to draw down funding from the Welsh Government. The Level 3 Diploma is accepted by UWIC and UWN as an entry point on to the Youth Work degree programmes, and is carries locally qualified youth worker status across Wales.

The courses have been hugely beneficial to the development of youth services and staff, improving the impact youth work has on young people. The programme is evaluated termly by the tutors, by the college and by the retention and achievement rates. Constant reflection is encouraged throughout both courses. 20 hours a week work placement is deemed appropriate as, with the change in EMA, it allows non-employed (i.e. pure college) students to undertake part-time work in order to generate an income.

One of the most basic drivers for youth workers is the desire to support young people as they strive to reach their potential. It's something of an old cliché these days, but there's nothing better than meeting a young person who used to be a member of a group or service and finding out what they are doing now and their future plans. It's at times like this that youth workers and volunteers find out the impact they have had on the lives of young people as they recall the stories and memories.

The above approach to "growing your own staff" is incredibly exciting, as young people are recognised as potential youth workers.

Five years ago Cwmbran Centre for Young People (CCYP) ran a training and employment project with unemployed young people and saw the benefit of providing recognised vocational training including Apprenticeship qualification.

A number of young people in the centre were from training agencies and we were basically training them; they were assessing them (perhaps once a month) and we felt we could give them a higher level of support and training if we became assessors.

It became part of our training and development plan for staff. The qualification staff gained complemented their Youth Work Qualification to give an all-round better level of support.

*“The centre has a small team who all work extremely closely together to ensure quality management of the programme delivery. Funding is gained through various local projects and the centre is fully embedded with various agencies to provide key support and resource clients”* (external verifier report)

We saw the advantage of developing as a training agency and running it as a Social Enterprise as a potential way to generate income.

Some young people accessing the centre gained apprenticeships which provided us with the potential for users to become paid qualified members of staff. So far we have eight in this position.

Firstly we trained two staff as NVQ assessors we have trained nine in the last five years and have three more undergoing training.

We then trained two staff as internal verifiers and have another two following this training.

We started assessing Young People, Volunteers and Staff funded by European Funding and using an external training agency to submit files to City and Guilds cost us £400 per person to have it assessed.

We registered with City and Guilds and ABC awarding body to deliver the full apprenticeship in Youth Work, Play Work and Business Administration; this included putting a policies and procedures file together to meet their standards. We then qualified two staff to deliver Essential Skills (old Basic Skills) one at Level 3 as a trainer and supervisor and one at Level 2 also as a trainer and supervisor

We have to satisfy the inspections from the external verifiers who had to verify every file until we achieved direct claim status.

*“Assessments have been of an outstanding quality and as an external verifier I have agreed with all decisions which were summative and fully meet VACS”.*

This we achieved on the first visits and have excellent reports so we can now pass the files ourselves; however the external verifier still samples a selection on their yearly visit.

We now train, assess and award the Apprenticeships ourselves, have a sub contract to deliver work based training and can change to deliver to other organisations. Our only other costs to enter each candidate and gain certification are approximately £120 for a level 3 and £100 for a level 2.

*“This has been an extremely positive activity with the centre showing their dedication and commitment to best quality practices and outstanding quality of assessment”*

The thought of becoming a training provider might fill you with horror. However Cwmbran Centre for Young People (CCYP) felt it was the most appropriate way to support the young people who were on placement with them from other training agencies and for whom they were doing most of the training. By becoming a training provider themselves, not only did they realise some income to support the rest of their work, but more importantly they, as a team of youth work practitioners, felt they were best placed to provide the immediate and on-going support for the young apprentices.



## **Staffordshire County Council Youth Work Apprentices Scheme**

### **Denise Butler : Youth Work Assessor**

#### **Background:**

Staffordshire Young People's Service recruited nine young apprentices throughout Staffordshire, one in each district and an additional post to cover a county wide remit. Apprentices were recruited by each district to ensure young people of the local area could be involved in the recruitment and to ensure the needs of the district could be met. The young apprentices aged 16-18 were appointed on a two year Youth Work Apprenticeship programme, their role had a lead around participation, with an aim to increase the voice of young people within Staffordshire.

At the same time the service offered an adult apprenticeship scheme. This was designed to provide substantial (those working 15 hours plus) and full time youth work staff who had no formal youth work qualifications the opportunity to achieve a level 3 youth work apprenticeship. Recruitment to the course was offered on a needs led basis and it was the responsibility of managers throughout the county to identify learners for the programme.

#### **Approach:**

Staffordshire Young People's Service (at the time was the Youth Service) employed a full time youth work assessor to support the programme. This role included training, mentoring and assessing both the young apprentices and the adult apprentices.

The support offered to each apprentice was tailored to individual needs.

The following support which was found to be very beneficial was put into place for the young apprentices;

- They had a weekly group meeting (for 44 weeks per year) where training and support was offered. This took on a range of approaches including; group work, one to one sessions, outside speakers, team building exercises and a chance to complete written work towards their awards. This gave the young apprentices an opportunity to address any issues (work or portfolio building) as and when they



arose and generally support their development as a youth worker. Initially a large amount of time was dedicated to building the group as a positive supportive group which had a very positive impact on their performance and development.

- One to one assessor time were observations of practice would be carried out by the assessor and professional discussions would take place.
- Parent/guardian evenings were ran twice a year, this gave the apprentices an opportunity to showcase their achievements, senior managers to provide an update on the programme and allow parents /guardians an opportunity to ask any questions. This was also hugely supportive for the young apprentices.

The adult apprentices were encouraged to develop more independently, in accordance with Level 3 learning. They were offered regular monthly training days and individual support from the full-time assessor. There was a smaller amount of team building built into the training but the adult apprentices did benefit from working with other likeminded people.

### **Outcomes:**

All nine young apprentices successfully completed the level 2 Youth Work apprenticeship programme. The young apprentices were not offered a continuation of employment after the apprenticeship ended, due to the current climate of managing for less and restructuring into a smaller service. However, two gained a six month contract with the NCS, one went on to do her nursing training, and the majority of the others went onto higher education hoping for careers in the field of education.

The adult apprentices all successfully completed the Level 3 diploma and NVQ 3 in youth work. Out of the original cohort of ten, six completed all the elements of the adult apprenticeship. The impact on the service was very positive. The training team received compliments on how the adult apprenticeship had enhanced the quality of service provision across the county. Two of the adult apprentices have now progressed onto university (one Sheffield and one Newman) to gain their JNC qualification.

## **Learning gained from piloting Youth Work Apprenticeships in the borough of Tower Hamlets in London. March 2007**

In 2006 Tower Hamlets College and Tower Hamlets Council's Youth and Community Service decided to run a youth work apprenticeship scheme for 16-19 year olds. The scheme was the first youth work apprenticeship to be started nationally.

Our apprentices were employed by the borough as trainee youth workers with the expectation that they work for 20 hours and attend college for a further 10 hours a week (a day and a half studying).

Multi - funding enabled the programme to be run but may not have been ideal in terms of clarity over who was ultimately responsible for / felt ownership of the apprentices. We found a difficulty with the employer led model in instances where the borough's HR policies made it harder for people to be removed or dismissed who were failing in their learning / college elements of the programme. Two of the young people had court cases pending and they had to be suspended from employment whilst still being expected to attend the college element. This contradiction between work and learning elements with no one person / organisation having overall control within our partnership, created difficulties for example:

- Who has the final say on deciding success or failure – employer or college?
- What happens when HR and college policies contradict on things like what constitutes suspension or failed probation?

We managed to work around these due to our long term and strong partnership.

We targeted recruitment at NEET young people aged 16-18 and were inundated with applications. We intended to recruit 10 and set up a 2 week process inspired by the TV programme 'The Apprentice' which was on television at the time. 24 Short listed candidates had to complete a series of tasks – individually and in groups over 4 separate days. Scores were given for each task and at the end we had many people scoring about the same. Due to the similarity in performance and the higher than expected demand, it was decided to take on 16 with an expectation that several would drop out. At least half had been NEET for some time and none had a full level 2 qualification already and many had in some way or other been labelled non achievers. Apprentices started in June 06 and are contracted to end by the start of August 07. These decisions made have had several implications:

a) As we recruited 16 they had to be trained as one group together rather than being integrated with the other level 2 learners. Being kept separate as one group has stopped

them from being fully embedded as part of the wider youth work workforce and hasn't given them enough exposure to other workers' role modelling. All being young together has meant that they have affected each other's behaviour and tend to act in less mature and sillier ways when together.

b) We have found that their age has been an issue, as to expect someone of 16-18 to be mature enough to become and act as a qualified youth support worker in just over a year is a lot to ask. They have just had too far a journey to move from young person / service user to competent youth support worker. We think it is more realistic to expect 16-18 year olds to take 2 years to become youth support workers. We are still considering whether they are just too young and should we be looking for alternatives to youth work – would play work be more appropriate for them as this gives an age barrier to help them become adult in their roles?

c) With most coming from a NEET category / with failed courses behind them, we believe that in reality they would have benefited from a pre -apprenticeship scheme to re-engage and prepare them before the intensity of the apprenticeship programme. Some of the group were still not coming to sessions with a pen after 6 months of being told about acting professionally. They are taking so long to learn the personal discipline and organisation required. They are very motivated but still 'all over the place' personally. Two of the strongest members of the group have had incidents from their past catch up with them resulting in court cases. The time taken to resolve these has meant that they are unlikely to be able to complete the programme. This delay in processing police charges is a reality for many young people locally.

d) The apprentices are constantly getting mixed messages as they are often treated as young NEET people and allowances are made about where they are at in terms of their age, prior situations and abilities but they are then expected to be 'professional' colleagues. This has created all sorts of tensions around how to treat them and what to expect of them e.g. a supervisor being supportive of an apprentice being frightened and not wanting to work in certain areas because of their involvement in previous territorial gang issues versus the expectation that a youth worker can work anywhere and should break down territorialism.

We under-estimated the amount of time that coordinating / managing the apprentices would take expecting that it could be shared between the youth work training coordinator, the youth service development manager and the college programme manager. This 3 way split again led to confusions about who had overall control. A scheme of this size ideally needs at least one dedicated person to hold it together as their only responsibility.

Having a residential as an introduction to the scheme would have helped with group and behaviour forming processes.

#### Checklist for those considering running an apprenticeship programme

1. Ensure sufficient staffing is financed and allocated
2. Agree clear roles and responsibilities for all involved and have defined lines of accountability
3. Plan very carefully and agree contingency plans in advance
4. Budget thoroughly and raise as much money as possible to cover elements such as trainee allowances (if relevant) activities (e.g. group residential,) support / mentoring or supervision costs as well as the expected trainer costs.
5. Recruit only the sort of apprentices you think can succeed within the timescales and with the level of support available
6. Make sure appropriate teachers, systems and support are in place for the delivery of the key skills
7. Have a pre-programme selection / preparation programme to assess learner's commitment, abilities and aptitude for the programme
8. Run the programme over the longest time possible to ensure those learning more slowly can still achieve
9. Ensure all work 'placement' organisations are fully involved in recruitment and selection and are fully aware of their roles and the requirements of the programme
10. Have a range of alternative learning programmes ready to refer any apprentices who fail to achieve the expectations onto.
11. Be realistic that about 50% may not achieve (national figures for achievement of the full framework for apprenticeships are below 50%)
12. Identify a group of suitably qualified vocationally competent assessors in advance and ensure that they fully understand the nature of the required assessment
13. Ensure that the teachers/ trainers/ tutors/managers / internal verifier and assessors all have a detailed knowledge of all the requirements of the apprenticeship
14. Organise regular team meetings to plan ahead and deal with issues. Try to be proactive rather than reactive.
15. Enjoy the energy and enthusiasm the apprentices can bring and ensure they are given a range of work experience opportunities

## Recruitment

Before embarking upon an apprenticeship programme there are certain entry requirements that need to be considered. They relate more to the enthusiasm and commitment of the potential apprentice, and their willingness to engage fully with the programme and work within professional boundaries. Full details can be found at the Apprenticeship Framework for Youth Work in Wales

<http://www.afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR00845>, and includes:

*Since the Apprentice Youth Worker will involve working with children/young people and/or vulnerable adults all new entrants must be willing to undergo a criminal records bureau (CRB) check.*

*Centres must ensure that all statutory requirements concerning working with minors are complied with, e.g The working legislation for 16-17 year olds.*

*All new entrants to the Foundation Apprenticeship must be at least 16 years of age (18 for the Level 3 Apprenticeship Programme) and must be fully aware of the purpose of youth work. It is therefore advisable for new entrants to seek careers advice and gather information about youth work prior to enrolling onto the Apprenticeship. It would also be advantageous for new entrants to have undertaken some form of voluntary work in a youth work setting, prior to enrolling on the programme.*

*There are no specific qualification requirements for entry onto the Framework. However, an initial assessment of learners' suitability for entry to the framework should be undertaken by an appropriately qualified person, prior to enrolment. This should aim to:*

- *Determine the learner's potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Apprenticeship Framework;*
- *Ensure that they are:*
  - *Motivated to succeed in completing the Apprenticeship;*
  - *Willing to learn and apply what they have learnt in the workplace;*
  - *Willing and able to communicate effectively with a range of people; and*
  - *Committed to equality and diversity;*
- *Ensure learners are aware of and show a commitment to the Youth Work Curriculum Statement for Wales and the four pillars of youth work practice;*
- *Assess their potential to recognise and adhere to the values of Youth Work and in particular:*

- *Recognise the importance of integrity in all personal and social interactions and respect the human rights of young people;*
- *Accept the 'Code of Ethics for Youth Work in Wales' (Note: The Code of Conduct is in draft form at the present time);*
- *Show a commitment to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and*
- *Show a commitment to work collaboratively providing the context for youth work practice and critical engagement in the development of that context.*

### **Induction for the apprentice youth worker:**

When employing any new member of staff there should be proper time set aside for induction, and the new employee should not just be thrown in at the deep end to learn for themselves. For an apprentice this is even more important as the first day is one of the most important of their life, often being the very first time they have entered a workplace as an employee. The experience of their first day will have a bearing on the rest of the programme and how well they feel integrated into the group or organisation.

### **The Youth Work Apprenticeship Training Programme**

There are 2 levels of apprenticeship and dependent on previous experience or age of the potential apprentice it will determine the starting point.

Full details about the Foundation Apprenticeship and the Apprenticeship in Youth Work can be found at:

<http://www.afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR00845> and shows the options available within the framework to achieve the required level for qualification.

### **Other Things to Consider:**

- What is the purpose of the Apprentice position?
- Will the post complement existing staffing or will it be targeted at a specific demographic?
- What will be the focus of the post – a particular piece of work or project?

## The Apprentice Youth Worker

There is always going to be fierce competition for jobs whatever your chosen career. Developing your skills through Apprenticeships in Wales can give you that head start that you need. In this section you can find out what it's like to be an Apprentice Youth Worker,.

An apprenticeship in youth work is so much more than just starting a job. It's something that can help you build a positive, exciting, challenging and amazing future, and be part of transforming the lives of young people.

Follow these links to find out more about the benefits of becoming an Apprentice:

Welsh Government website with lots of information about what's going on with Apprenticeships in Wales

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/theapprentice/?jsessionid=ym1LTTrjJGQxvvQgkqkNQznvGv2cncBNyLQyhTpZJNGGxKWHLxqsM!-1987906233?lang=en>

The National Apprenticeships Service will answer lots of your questions about being an apprentice:

<http://www.apprenticeships.org.uk/Be-An-Apprentice.aspx>

### Case Study – A Youth Work Apprentice

#### Youth Service Journey

From the age of 13 I accessed my local youth centre café project. It was like my home from home and my peer group and I would access it daily. The atmosphere within the centre was very much a “family” feel with lots of different core groups of Young People there. I built up positive relationships with the staff at the centre and engaged with all that the centre had to offer. I was captivated by the Youth Workers. Who were they and what could they do?

I experienced some difficulties during my early teens and the one consistent and reliable factor in my life was the café. It is really hard to explain the reassurance and the comfort you feel as a young person knowing that there are a group of adults who will protect and

safeguard you. Nothing was ever too much for the staff at the café. The boundaries were clear, the respect was mutual and the support was genuine.

I approached the Centre Co-ordinator and asked if I could carry out my year 10 work experience in the project. I absolutely loved it and from the age of 15 I knew that I wanted to work with Young People.

I asked if I could volunteer within the centre. I think even at 16 years old I understood how much the centre had supported me and now it was my turn to help support them. I met a youth worker who went through my CRB with me and an induction to the Youth Service. Although I had gone over some of this during my work experience, I was shocked at how big the area covered by the Youth Service was and how much it actually offered.

When my CRB came back clear, I was allowed to begin volunteering at café. During that time I had just started 6<sup>th</sup> Form at School. I can remember that period feeling quite stressful. I knew what career I wanted to do, however there were no real clear pathways for me to do it. I stayed on at 6<sup>th</sup> form in all honesty because I didn't know what else to do. I was encouraged by the staff at the centre to stick with it, volunteer at the centre and access as much of the training as I could.

Towards the end of the academic year, I had a discussion with someone who worked at the café and explained my situation. I was about to sit my A.S exams however I didn't want to carry on to sit my A Levels. I wanted to work or be involved with the Youth Service full time. I sat and wrote a letter of interest to the Youth Service Manager.

I was blown away when he got back to me and offered me a full time placement on the modern apprentice scheme. This was such a relief to me and it meant that I could now focus all my efforts onto the career that I was interested in. During that period, there were no NVQs in Youth and Community work so I was enrolled on the NVQ Business and Administration, based in a Youth Work Setting. I met with my NVQ assessor and he went through the details of the course with me, what I would be assessed on, my placement etc. I also had my first meeting with the Youth Service Manager. I can remember being totally petrified! I went to meet her in the project's charity retail outlet, armed with my record of achievement file! I can remember her telling me that she "liked my spark."

I would meet regularly with my NVQ assessor and we would set clear aims and plans of work ready for my next meeting. My placement was within the café for the first few months



then later based in the Youth Service head offices where I was a full time admin support. I loved my experiences during my NVQ period and I feel that I really developed during this time. The NVQ gave me a focus and a drive. I was really encouraged and tested during this time and engaged in things that not many people my age were lucky enough to do. At aged 18 I took part in the Ectarc programme where myself and two other NVQ students were sent to Estonia to work for three months. That experience will never leave me as I feel that that was the turning point for me personally. I had always been able to rely on other people for support and guidance and over in Estonia, I had no choice but to look after myself. I did struggle and at the time I couldn't really see the benefits of what I was doing. It is only now upon reflection that I can fully appreciate the opportunity of living in a new Country and adapting to a totally new, independent way of living.

I took my NVQ very seriously. I understood that although I was enrolled on the NVQ course, there was no guarantee that I would be taken on full time by the Youth Service once I had completed. I knew that I needed to make an impression and work to my abilities in order to secure this. I put 100% effort into my NVQ work and ensured that I always met the deadlines. I tried very hard to impress my assessor as I understood that she would be giving feedback to the Youth Service management. This effort paid off when I was nominated for, and won the NVQ Student of the year in my category. I found the NVQ process very rewarding and supportive from both the college and Youth Service point of views.

I also took full advantage of my apprentice role and used it to gain an insight into the various projects and provisions within the Youth Service. During my apprenticeship I experienced work placements within full time youth provisions, administration, and mobile youth projects. Also my time as an apprentice forced me to "grow up" and gain valuable life skills. For example my work ethic was developed during this period. I was paid a trainee wage so I had to learn how to budget and live to my means. Also being based within a rural county, I knew that in order for me to experience all the Youth Service had to offer that I would have to learn to drive. I can honestly say that if it had not been for the encouragement of the Youth Service Manager, I would not have passed my test at 18. It took me four attempts to pass my test and if she had not been so supportive, I would have given up!

I currently coordinate a Youth Centre and one of the highlights of my role is to signpost the young people who are interested in Youth Work to the NVQ Youth and Community

Course. It really ignites my passion for the job when I see the curiosity in the Young People that I felt at their age.

At present I have recently completed my BA (Hons) Youth and Community course at UWIC. I am due to graduate in November 2011 and again I can say with my hand on my heart that had it not been for the Youth Service, this opportunity would not have come my way. The Youth Service have enabled me to make my family proud as I am now the first one ever to graduate from University, this is the kind of achievement that I feel can only be repaid through dedication and commitment to the Youth Service and its aims.

The skills gained during an apprenticeship go far beyond the specific job role. The person in the case study above highlights the added benefits she experienced from working with people who challenged and encouraged her, inspired her to persevere, supported her to take and pass her driving test etc. She learned other life skills – budgeting, work ethics, independence, and she generally “grew up”.

It's important to note the key influences that led to this young person becoming a Youth Work Apprentice:

- 1. The Staff and Volunteers made her welcome from the outset when she came to the café project as a young person. That initial contact made a huge impression.**
- 2. There was mutual respect and people who listened, all in a safe environment.**
- 3. She found opportunities for volunteering to gain valuable experience and knowledge that led to an informed decision to explore a role within youth work further.**

The great experience of being an apprentice has led to her taking on a more senior role and studying further.

### Good points of an apprenticeship:

Earn whilst you learn - An apprenticeship is not just a job it's a career starter because not only do you get paid for your work like a normal job but you learn new skills, techniques and gain qualifications to help you in the future with any type of work.

New experiences - An apprenticeship takes you many places and doing many things, you are never stuck doing the same old thing day in and day out, it varies day to day, week to week, this is great for a young person to do as if the same thing is done all the time interest can be minimal,. I found it exciting every day to be doing and learning new things.

Learn new skills - The skills you learn are huge not just for the practical sides of the work, where there are many skills to learn but also things such as admin and basic communication skills are completely developed. I couldn't use a phone and talk to strangers before I started and now I can answer and use it all day long.

Confidence Builder - An apprenticeship is a great way to start your career at the bottom and gain confidence to help make you want to succeed and go to the top.

### Bad Points of an apprenticeship:

Can feel undermined - Other staff can make you feel like you are less than them but after time and you showing how hard you will work and what you can do, the respect you deserve is delivered.

No guarantee of a job at the end - though an apprenticeship is a fixed term contract, at the end of the contract there is no guarantee that you will be successful in getting a continue of service and job at the end.

### Qualifications:

The qualifications that you can gain from an apprenticeship are huge. I undertook 2 NVQs and gained loads more certificates and qualifications such as my First Aid, Basic Food Hygiene and Children's workforce certificate (Artemis) These are not just qualifications and new skills that can help you in work, but also these help you in everyday life, such as first aid, as this comes in handy every day.

Overall I would say that an apprenticeship is something that I would sum up in one word as "AMAZING." It helped me with so many different things and I'm so much more confident

than I used to be and now I'm seen as a friendly face with everybody in most of the county. I learned so much new stuff that I didn't know and, well truly never expected to know but now I do, and in many a day most of the skills I learned can and are put into place.

Damien Clowes – Young Apprentice

## **Wales Apprenticeship Opportunities**

As mentioned at the start of this Handbook, Wales is taking apprenticeships is investing heavily in businesses and organisations that employ apprentices to grow the skilled workforce across the country.

### **Young Recruits Programme**

The Young Recruits Programme is an all Wales programme that provides financial support to employers offering high quality apprenticeship programmes to recruit and train additional young apprentices (16-24 year olds).

Details at:

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/employers/youngrecruitsprogramme/?lang=en>

### **Shared Apprenticeships**

In Wales, we offer a Shared Apprenticeship approach where more than one employer will work with the Apprentice to ensure their work experience meets framework requirements. So whilst you may not feel able to embark on delivering a programme alone, you may still be able to be part of the programme by working in partnership with one or more agencies.

Details about the basic idea of shared apprenticeships can be found at:

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/shared/?lang=en>

## Matching Service

This free on-line matching service aims to help welsh employers find suitable Apprentices, and aspiring Apprentices in Wales to find exciting opportunities in a business that is right for them. To find out more about this service read on.

**Apprentices:** If you're looking for an Apprenticeship, you can search and apply on-line for Foundation Apprenticeships, Apprenticeships and Higher Apprenticeships vacancies.

**Employers:** If you're looking to recruit an Apprentice, you can advertise vacancies for free and filter applicants more easily. You will be able to review applications, sift for short-listing and invite candidates for interview, all within your own personal area of the system.

Further details at: <http://www.careerswales.com/16to19/server.php?show=nav.6512>

## Apprentice Awards Cymru

Apprenticeship Awards Cymru rewards apprentices, learning providers, and employers who have excelled in contributing to the development of the Apprenticeship programme across Wales. It would be fantastic to have an Apprentice Youth Worker winning an award.

Information about the 2011 Awards can be found at: <http://www.ntfw.org/apprenticeships-awards/> and further details about how to apply are at

<http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/awards11/?lang=en>

# Example of a Wales Apprentice Youth Worker Scheme

## Regional Apprenticeship Scheme

### Introduction

The group proposed to run an apprenticeship scheme in partnerships with Coleg Gwent, to target a gap in the market and develop and deliver a progression ladder of accreditation in youth work training. This will offer an alternative training programme to young people and also give authorities an opportunity to 'grow their own' youth service workforce for the future.

### Scheme operation

A Youth Worker was seconded to be the dedicated apprenticeship coordinator. This ensured consistency and support to all partners and participants on the scheme.

The scheme was a partnership arrangement with 5 authorities and a FE college, it was paramount that the following was explored prior to the scheme starting:

- Partners expectations
- Constraints of the scheme
- Quality assurance in house
- Placements and suitability
- Logistics and practicalities of alternative fieldwork placement
- Recruitment of apprentices
- Marketing and profile of the scheme in each authority
- Financial support

## The Scheme

### Who are they for?

Apprenticeship schemes are available to any employee aged 17 or over. There are no formal entry requirements but employees need to demonstrate to the employer that they have the potential to complete the programme.

### Fieldwork placement

In order to maximise the apprentices' experience, it is felt that alternative placements for 6 weeks would be beneficial. This would give the participants an insight into different

authorities' operational working, culture and diversity, and give them a taster of future youth and community work course make-up.

### **Course delivery hours and additional training to be offered**

180 hours = 30 weeks for one day a week

30 hours = 4 days Introduction to youth work

15 hours = 1.5 days Child Protection

10 hours = 1.5 days Health and Safety

6 hours = 1 day Food Hygiene

6 hours = 1 day First Aid

### **Recruitment and suitability**

Each authority played a part in the recruitment of the apprentices along with the college and the scheme coordinator. To ensure consistency the following needed to be adhered to:

- Advertising of posts
- Application forms
- Interview style and selection process
- Entry point being agreed by all
- Initial diagnostic testing to ascertain additional support that may be required

### **Tutoring/Assessment**

Whilst tutoring was undertaken by the coordinator, some additional training was offered to apprentices. All apprentices were allocated an assessor within their authorities.

Some areas that needed consideration:

- Qualification of in-house tutors
- Qualified assessors identified from each authority
- Quality assurance of delivery
- Dates set for standardisation events

### **Current situation:**

- Offer as a pilot scheme for one year
- Meet with the college who are happy to host the scheme
- College need to work out fundamentals i.e. getting the programme put onto their schedule

- Could offer 2 venues for delivery to ease transport issues with a geographical spread for accessibility
- First 12 weeks of induction period allowance to be met by the college – authorities need to finance the other 40 weeks of the apprenticeship scheme
- Funding needs to addressed and sorted out
- College to pay for tutor costs
- College to map tutor hours and learning outcomes for apprentices



## An Example Job Description

YOUTH SERVICE			
Post No.	Post Title	Pay	Date
	YOUTH WORK APPRENTICE		

### **REPORTING RELATIONSHIPS**

#### **Responsible to:**

*Responsible for: Face to face youth work under the direction of line manager or equivalent*

### **MISSION STATEMENT OF WALES YOUTH WORK STRATEGY BRANCH**

#### **Our Commitment:**

### **STATEMENT OF PURPOSE**

Adopt the core principles contained in the Welsh Governments “Extending Entitlement” document and respond to the National Youth Service Strategy by working directly with young people to deliver personal and social education by providing programmes of activities, services and informal learning opportunities to young people aged 11 to 25.

#### **Key responsibilities of the Youth Work Apprentice:**

- Work directly with young people to develop young people’s engagement.
- To deliver programmes of activity related to young people’s involvement
- To be engaged in face to face youth work including a maximum of 3 evenings and weekends. Up to 60% youth work contact time is normally expected
- To make contact with and develop positive relationships with young people.
- Assist the Youth and Community Officer to promote and raise awareness of the UNCRC by encouraging young people to participate in youth forums and enable them to have a voice, be listened and responded to
- Enable young people to organise and take increasing responsibility for activities events and projects.
- To promote and recognise young people’s achievements and learning.
- To meet the aims and objectives of the programme
- To fully participate in the supervision and PDR process.
- To actively promote equal opportunity principles and anti – discriminatory practice at all times.

- To work alongside colleagues and partners including the voluntary youth in delivering work to meet local need that contributes towards the Youth Work Curriculum
- Perform and discharge of administrative duties (including data, record keeping and health and safety).
- To participate in relevant training and complete the apprenticeship training programme.
- To plan, record, evaluate practice and provide reports as required.
- Work alongside colleagues in the Quality Assurance process.
- Have knowledge of relevant policies.

**PERSON SPECIFICATION**  
**Youth Work Apprenticeship**

FACTORS	ESSENTIAL	DESIRABLE	MEASURED BY
<p><b>QUALIFICATIONS AND SKILLS</b></p> <ul style="list-style-type: none"> <li>• Good interpersonal skills</li> <li>• A foundation diploma or 5 GCSE's at A*-G (or equivalent)</li> <li>• English and maths functional skills at level 1 or above</li> <li>• Must not hold an apprenticeship certificate at level 2/3</li> </ul>	<p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p>		<p>A &amp; I</p> <p>A</p> <p>A</p> <p>A</p>
<p><b>SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Willingness to communicate effectively with a range of people</li> <li>• Understanding of and commitment to equality of opportunity</li> <li>• Ability to demonstrate you have the potential to complete the training part of the apprenticeship programme</li> <li>• Knowledge of the Extended Entitlement agenda</li> <li>• Knowledge of government policies and legislation in relation to youth work</li> </ul>	<p align="center">✓</p> <p align="center">✓</p> <p align="center">✓</p>	<p align="center">✓</p> <p align="center">✓</p>	<p>A &amp; I</p> <p>I</p> <p>A &amp; I</p>

<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Ability to work in a team</li> <li>• Motivation to succeed in working with young people</li> <li>• Willingness to learn and apply that learning to youth work</li> <li>• Clean driving licence</li> <li>• Ability to speak Welsh</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>I</p> <p>A &amp; I</p> <p>A &amp; I</p>
<p><b>INTEREST AND MOTIVATION IN THE JOB</b></p> <ul style="list-style-type: none"> <li>• Available to work flexible hours including unsociable hours, evenings and weekends by negotiation</li> </ul>	<p>✓</p>		<p>I</p>

**A = Application**

**I = Interview**



## JOB PROFILE

<b>POST TITLE:</b>	Apprentice Youth Worker (16-18)	<b>POST NO:</b>	tbc
<b>DEPARTMENT:</b>	Education & Children's Services	<b>GRADE:</b>	Minimum Apprentices Wage (16-18 yr olds)  Level 1 : £95 /wk Level 2 : £120 /wk Level 3 : £145 /wk
<b>DIVISION / SECTION:</b>	Improvement & Skills		
<b>ACCOUNTABLE TO:</b>	Senior Youth Officer	<b>ACCOUNTABLE FOR:</b>	n/a
(JOB TITLE)		(NUMBERS AND POST TITLES)	
<b>ORGANISATION CHART:</b>	Director of Education and Children's Services   Head of Education Services   Lifelong Learning Networks Manager   Senior Youth Officer   Apprentice Youth Worker		
<b>MAIN PURPOSE OF JOB:</b>	<ul style="list-style-type: none"> <li>▪ To promote and encourage opportunities for all young people to fulfil their potential as empowered individuals and as members of their communities</li> <li>▪ To support young people through the significant changes in their lives and to assist them to understand their rights and responsibilities</li> <li>▪ To encourage young people to develop knowledge, attitude, understanding and values that enable them to make constructive use of their skills, resources and time</li> </ul>		

**PRINCIPAL ACCOUNTABILITIES:**

- To contribute to the delivery of a youth work curriculum that is educative, expressive, participative and empowering for young people aged 11-25;
- To be engaged in face to face youth work including a maximum of 3 evenings and weekends (up to 60% youth work contact time is normally expected);
- To assist youth workers in promoting and raising awareness of the United Nations Convention on Rights of the Child by encouraging young people to participate in youth forums and enable them to have a voice, be listened and responded to
- Enable young people to organise and take increasing responsibility for activities, events and projects.
- To promote and recognise young people's achievements and learning.
- To meet the aims and objectives of the ESF Apprenticeship programme including relevant training programmes;
- To fully participate in the supervision and appraisal process.
- To actively promote equal opportunity principles and anti - discriminatory practice at all times.
- Perform and discharge of administrative duties (including QES data, record keeping and health and safety).
- To plan, record, evaluate practice and provide reports as required.
- Have knowledge of relevant County Council policies.
- Where possible link to with other partners (e.g. Voluntary Sector) and other projects including ESF and other externally funded schemes;

**MAGNITUDE OF JOB:**

- The post will be based at the designated youth centre;
- The role will entail travel throughout Carmarthenshire and out-of-county;
- Conditions of service: JNC for Youth Workers;
- The appointee will be required to work flexibly as the job requires and the post will involve some evening and weekend working.
- 

**PREPARED BY:****DATE PREPARED:** 24/6/2011



## PERSON SPECIFICATION

<b>POST TITLE:</b>	Apprentice Youth Worker (16-18)	<b>POST NO:</b>	tbc
<b>DEPARTMENT:</b>	Education & Children's Services	<b>GRADE:</b>	Minimum Apprentices Wage (16-18 yr olds)  Level 1 : £95 /wk Level 2 : £120 /wk Level 3 : £145 /wk
<b>DIVISION / SECTION:</b>	Improvement & Skills		

<u>QUALIFICATIONS / VOCATIONAL TRAINING / COMPETENCIES</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>	<u>METHOD OF ASSESSMENT</u>
Good interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Application Form and Job Interview
A foundation diploma or 5 GCSE's at A*-G (or equivalent)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	“
English and maths functional skills at level 1 or above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	“
Must not hold an apprenticeship certificate at level 2/3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	“
<b><u>KNOWLEDGE</u></b>			
Willingness to communicate effectively with a range of people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	“
Understanding of and commitment to equality of opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	“
Knowledge of the Extended Entitlement agenda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	“
Knowledge of government policies and legislation in relation to youth work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	“

**EXPERIENCE**

Ability to demonstrate you have the potential to complete the training part of the apprenticeship programme



“

**JOB RELATED SKILLS**

Ability to work effectively in a team with a wide range of individuals and agencies to support young people



“

**PERSONAL SKILLS**

ESSENTIAL

DESIRABLE

METHOD OF ASSESSMENT

Ability to work in a team



Application Form and Job Interview

Motivation to succeed in working with young people



“

Willingness to learn and apply that learning to youth work



“

Communication Skills:-

Note: Linguistic skills requirements for posts should be considered in accordance with the Authority's Language Skills Strategy (Please refer to Guidance Notes for Managers).

**Please tick the appropriate boxes**

Welsh Verbal Skills

Essential

Level

(Please indicate level 1 to 6)

Desirable

Level  2

Welsh Written Skills

Essential

Level

(Please indicate level 1 to 5)

Desirable

Level  1

English Verbal Skills

Essential

Level  6

(Please indicate level 1 to 6)

Desirable

Level

English Written Skills

Essential

Level  5

(Please indicate level 1 to 5)

Desirable

Level

Other language - Please state the language that skills are required in:-

Verbal

Essential

Desirable

Written

Essential

Desirable



*For essential linguistic requirements please indicate level 1 to 6 for verbal and 1 to 5 for written*

**SPECIAL  
CIRCUMSTANCES:**

Politically Restricted Post: (Which requires the postholder to be politically neutral)      Yes       No

Car User Status:      None       Casual       Essential

***WHERE A CRIMINAL RECORD CHECK HAS BEEN IDENTIFIED AS RELEVANT TO THIS POST THE LEVEL OF CHECK AND JUSTIFICATION FOR CARRYING OUT SUCH A CHECK IS SPECIFIED BELOW:***

STANDARD DISCLOSURE       ENHANCED DISCLOSURE

JUSTIFICATION:    The post involves one to one work with disaffected young people

**PREPARED BY:**    Lifelong Learning  
                         Networks Manager

**DATE PREPARED:**    24/06/2011