

# YOUTH SUPPORT WORKER APPRENTICESHIP STANDARD

**Standard Code ST0906**  
**Course Level 3**  
**Day Release**  
**Funding Level £4500**  
**Duration 21mths including EPA**

## *Course Description*

This occupation is found in informal settings such as youth clubs, activity-based projects and social action projects; or more formal settings such as schools, Early Help or youth offending and in local authority, charity, private or voluntary organisations. Youth support workers may work in more specialist settings such as schools, alternative education provisions, hospitals, youth justice environments or within the social care system. In all cases, safeguarding young people, following health and safety and equal opportunities policies will be central. Youth support workers deliver youth support work in local and area projects. Youth Support workers may be responsible for management of volunteers and assistant youth support workers. They may also be responsible for young people working as volunteers and peer educators. This would be dependent on the scope of the employing organisation and what it offers.

The broad purpose of the occupation is to work in a supporting role with young people aged 11-25 (predominantly in the age range of 11-19) to promote their personal, social and educational development. Youth support work provides a holistically supportive, positive professional relationship with young people, ensuring the relationship is routed in young people's own journey and led by them. It creates opportunities for young people to develop their voice and views and creates opportunities to learn about themselves and society using informal education methods within the context of the professional relationship. Youth support workers lead work with young people, under the supervision of a degree qualified youth worker (or suitably aligned professional where this is not possible). An example of this might be working on a youth voice project, increasing the active participation of young people in the development or delivery of a service.

In their daily work, an employee in this occupation interacts with a wide range of organisations working with young people such as schools, justice organisations and

community organisations. They may work with a range of professionals including youth workers, teachers, social workers, police, youth offending officers, local government officials and health professionals. As a youth support worker they may be working inside in specific environments like youth centres, hospitals, community based projects or schools, youth support workers often work unsociable hours, including evenings and weekends and sometimes outside in all weathers undertaking detached or outreach work.

An employee in this occupation will be responsible for planning and delivering youth support work in local and area projects. Youth support workers may work on national projects (such as youth parliament) alongside professional youth workers. Youth support workers will be responsible for the planning and delivery of programmes and projects of youth support work with young people, and leading sessions. They may be responsible for management of sessional staff, volunteers and assistant youth support workers. They may also be responsible for young people working as volunteers, trainees or peer educators. This would depend on the nature of the employing organisation and what it offers. They will be supported to develop in this role by a qualified youth worker (or aligned professional) through management and supervision.

### ***Off the Job Training***

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours.

The new learning must be documented and reflected on through the Learner Journal on their e-portfolio.

### ***Entry Requirements***

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required. The apprentice will need to have complete a DBS check in line with local and organisational safer recruitment guidelines.

Apprentices may be required to attend an interview and undertake relevant skills assessments.

Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio.

## Knowledge, Skills and Behaviours

### KNOWLEDGE

- Methods to build trust and rapport, with diverse groups of young people.
- Group work theory and its application in work with young people.
- Local and national factors that impact on young people i.e. social, environmental, economic, political.
- Local community networks and ways in which young people might become involved.
- Partnership and multi-agency working.
- Communication techniques including verbal, written and electronic.
- Places and spaces that professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person.
- Key reflective practice models that can be used in youth support work practice and their impact.
- Critical reflection, and how to use it in practice to enhance continuous professional development for youth support work.
- Professional approaches to informal education with individuals and groups in different settings.
- Youth support work planning, monitoring and evaluation methods and how these are applied in practice.
- Methods for evaluating and recording youth work sessions and how these are applied in practice.
- What is meant by values and beliefs and why it is important to encourage young people to explore these.
- Different contexts, including cultural, social and political perspectives operating within young people's communities and wider society.
- Methods for encouraging and enabling young people to participate in an inclusive manner.
- Article 12 of the United Nations Convention on the Rights of the Child in youth work settings.
- Approaches for increasing active participation and creating opportunities for youth voice and leadership.
- Professional obligations regarding administration, recording and management of data i.e. GDPR.
- Current national and local policies for safeguarding young people and vulnerable adults; and the application of these to own practice.
- Indicators for abuse and exploitation and how to recognise these and take action within the context and setting.
- Health and safety policies relating to the care and wellbeing of young people and implementation of these in the youth support worker role.
- Positive risk benefit assessment to ensure there are safe working practices for youth support work.

- How to collect and use sources of information in order to demonstrate the impact and benefits of youth support work.
- Systems and procedures relevant to the role and setting.
- First line management styles that are supportive and developmental for volunteers and assistant youth support workers.
- Limits of professional behaviour boundaries in line with organisational policies and procedures.

## SKILLS

- Recognise, manage and reflect upon relational boundaries in professional youth support work.
- Communicate with stakeholders - internal and/or external.
- Facilitate the learning and development of young people.
- Encourage the participation of young people in developing their own learning.
- Facilitate activities and techniques to use with young people that promote self-confidence and build self-esteem and resilience.
- Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive.
- Monitor and record the outcomes of own practice to identify areas for development and improvement.
- Appropriately manage behaviour boundaries in line with organisational policies.
- Plan youth support work programmes and sessions.
- Lead youth support work programmes and sessions.
- Evaluate youth support work programmes and sessions.
- Enable young people to express their views, aspirations, needs and concerns appropriately in line with youth support work principles.
- Identify, appropriately challenge and act upon oppressive or discriminatory attitudes, behaviours and situations.
- Support young people to participate in planning, organising, delivering and evaluating youth work activities and programmes, and engaging on issues of importance to them.
- Embeds in own practice a commitment to the rights of young people.
- Apply safeguarding procedures and protocols.
- Work within the parameters of organisational, local and national health and safety, child protection, data protection and equalities policies and procedures.
- Participate in risk assessments and manage risk and risk benefits within the workplace.
- Record all health and safety risks and take the correct actions to ensure the safety of all young people.
- Complete administrative responsibilities e.g., signing in young people, risk assessments and recording activities.

- Manage budgets and resources.
- Manage individuals in line with organisational procedures.
- Work with and maintain professional behaviour boundaries when working with young people.

### BEHAVIOURS

- Work in an anti-oppressive, anti-discriminatory manner.
- Promote acceptance and understanding of others.
- Support positive engagement in activities.
- Uphold principles and values of youth work practice.
- Celebrate success and the journey of young people individually and collectively.
- Respect young people's rights to make their own decision about involvement with youth work.
- Promote the values of justice, fairness and equality.
- Take a positive interest in young people's concerns, ideas and interests.
- Promote the development of political and social education for and with young people.
- Compliance with relevant policies and procedures.

### Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme. To ensure that we can support you to meet these, we will complete an in-depth initial skills analysis to ensure that we can tailor our delivery to meet these unique requirements. We will then use the most relevant delivery methods to support your learners which include:

- One to one coaching from a dedicated, professional assessor/instructor allocated to the learner for the duration of the programme.
- Work based assignments and projects to be completed in an e-portfolio. Case studies and in College course days as and when required for each learner.
- Job shadowing and mentoring.
- Review of progress every 4 – 10 weeks.
- Employer led in house training.
- Independent learning and research as directed by the assessor/instructor.

### End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

## End-Point Assessment includes:

### Observation with questions:

An observation with questions involves an independent assessor observing and questioning an apprentice undertaking work, as part of their normal duties, in the workplace. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted.

Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to underpinning knowledge or where an opportunity to observe an activity has not naturally occurred. This assessment method includes two components:

- a session plan and risk assessment completed post-gateway
- an observation with questioning

### Professional discussion underpinned by a portfolio of evidence:

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

## Qualifications

Level 3 Diploma Youth Work Practice

## Progression

This standard aligns with the following professional recognition:

- Youth Support Worker status recognition by: National Youth Agency Education, Training and Standards Committee on behalf of Joint Negotiating Committee for Youth and Community Workers.

## Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.30 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at [employers@lincolncollege.ac.uk](mailto:employers@lincolncollege.ac.uk)

### ***Business Benefits***

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).