

2022 NZ Youth Work Qualifications Review

SURVEY RESPONSES

Survey sent to 870 addresses	732 sent out in April 138 sent out in June
Feedback received from 44 respondents	17 responses in April 27 responses in June
Responses received from: Youth workers, community/church, programme providers (polytechnics, private training establishments), universities, government agencies (MoE, MYD), peak body, professional body, advocacy group, youth support services.	

GENERAL FEEDBACK

- Qualifications are working well:
 - Should be mandatory
 - Provides qualification pathways, study options.
Provides strength-based framework and theoretical knowledge and best practice
 - Provides theories and ideas behind practitioners that contribute making great youth workers.
 - Good framework presented with entry level, intermediate and high-level qualifications that provide a positive pathway for youth workers to develop and upskill.
 - Aligned with the needs of the sector.
 - 65% (April survey) believe the qualifications meet the needs of ākonga/learners wanting a pathway into future study/training or employment.
- Level 3 qualification:
 - Works well for volunteers and staff with no previous tertiary education experience.
 - A good entry into Level 4.
 - Technical content good
- Level 4 qualification:
 - Works well for beginning youth workers (paid)
 - Technical content good/reasonable x3
 - Now targeting this level as our basic YW qual
 - The target students and graduate profiles seem reasonable for the appropriate outcomes and intended roles these graduates might expect, to run programmes within a supported environment like a church or a youth trust etc.
- Level 6 diploma:
 - Student feedback very supportive
 - High demand from employers (govt, community, education sectors). Also applies to L4 Health and Wellbeing (Youth work strand)
 - Good balance between skills and knowledge
 - Works well for roles of responsibility.
 - NZ Diploma definitely worth the 2 years (x2). Credits align with the workload required.
 - Graduate profile outcomes give lots of flexibility to deliver key competencies

POINTS RAISED - OUT OF SCOPE OF QUALIFICATIONS REVIEW

Access	<p>Limited (number of):</p> <ul style="list-style-type: none"> - providers - especially for small town NZ - people who can assist with the programmes - access to good practice-based and hands-on programmes.
Assessments	<ul style="list-style-type: none"> - The reliance on written and academic forms of education restricts good youth workers who learn and know the material <i>from being hands-on</i>. - Allow learner evidence in a range of forms: written, presentation, visual, audio. - Requirements can be too stringent to the experience of those that are in the field as youth work encompasses a huge range of contexts and practices. - Assessments have a negative impact – some workers have been away from study for 10-20 years.
Funding	<ul style="list-style-type: none"> - Youth work not yet funded at sustainable levels (employer). - Many youth workers are employed on a casual basis, and youth work is not a highly paid occupation
Practicum	<p>Difficulty sourcing the practicum for level 4, as organisations were having to compete with Bachelor students from other providers to secure placement within an agency. No problem with Level 6 practicum.</p>
Programmes/providers	<ul style="list-style-type: none"> - There should be online learning and options for studying part-time. Allow learning alongside work. - Greater connection/relationship/synergy between agency and tertiary provider. Agencies should have input in assessments. Courses should be developed with industry partners. - Programmes should be strength-based. - Recognition of prior learning and current competency. - Faith-based programmes should include weaving their faith through their studies e.g. developing an understanding of what can go wrong in a faith-based environment i.e. pressure to become Christian/Hindu/Buddhist....
Recognition/regulation	<ul style="list-style-type: none"> - Getting agencies and workplaces to acknowledge Youth Work as a profession with a professional framework and not just the step before social work. - A need to professionalise and regulate the youth worker sector through higher educational qualifications and registration x4 - A need for some regulation for safety concerns. - Level 6 - A lack of recognition by employers. - Many people do not know exactly what a youth worker does.
Te Tiriti o Waitangi	<p>Challenges teaching Te Tiriti o Waitangi</p>
Unit standards & micro-credentials	<ul style="list-style-type: none"> - Standards and micro-credentials to be developed to align to the qualifications - Standards to be workplace assessed standards - Standards/MC for Mana Taiohi for those who have missed out on learning these
Professional development	<ul style="list-style-type: none"> - Small packages of PD for teachers, teacher aides, Alt Ed teachers

POINTS RAISED - WITHIN THE SCOPE OF THE REVIEW

<p>Qualifications must:</p> <ul style="list-style-type: none"> ➤ be practical, theoretical and reflective ➤ prioritising skills to help youth workers, and youth in their care. ➤ align everything to a common vision, code of ethics and fundamental reasons for doing things. 	
<p>Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> - April survey: 76% rated Te Tiriti '4-5' (One = not at all / 5= extremely well) in the current qualifications. - The embedding of te Tiriti is not clear through the graduate profile and purpose, however finding a balance between local need and ensuring graduates are capable of working across international borders will be pertinent. - Include history of colonisation. Otherwise, failing to enable to see how this western society is constructed and why Te Tiriti is not being upheld. This way youth workers can understand the construct of western society, gentrification and racism and why Māori, Pasifika and minority groups are focused for youth workers and why change needs to happen. The question is: Why is there poverty and what's the whakapapa of it? - Qualifications should have a strong focus on the application of treaty principles in youth work - Bi-culturalism plays too big a part.
<p>Mana Taiohi</p> <p>How should this be included in the qualifications?</p>	<p>Support for inclusion of Mana Taiohi at all levels: from all June respondents:</p> <ul style="list-style-type: none"> - Should underpin qual design - Having MT as the actual framework for all levels would be the Gold star - MT framework would provide a consistent shared language - Mt should replace the Youth Development Strategy Aotearoa <p>How Mana Taiohi is included in the qualifications:</p> <ul style="list-style-type: none"> - Mana Taiohi stated in the Conditions of the qualification documents (not in the outcomes): Mana Taiohi must be used to inform programme design and delivery. - Should not be a separate GPO, but rather, appear in each GPO in some format. That way it can be up to each deliverer as to how this is done. - Weave through all GPOs as basic core competencies. - Should not make up the qualification structure -would limit the type of youth work that can be taught and assessed to Positive Youth Development only and would exclude other forms e.g. health promotions, restorative justice and youth justice - Needed to be weighted correctly for the levels and not too heavy too early. <p>Considerations:</p> <ul style="list-style-type: none"> - How would this shift impact on the standard/capabilities of current YW tutors? - How would this impact on the YW regeneration group? - How would this impact on next generation of YW trainers? - Mana taiohi not known or fully embraced across the sector (employers might not be on board) but must be included otherwise risk is running in a monocultural way - Would a MT framework restrict Youth Workers from picking up small bite sized pieces as they may miss principles? - Who would deliver? How do we ensure safety around delivery?
<p>Programme entry</p>	<ul style="list-style-type: none"> • Is there a pre-requisite for enrolling into each level or is it expected that a youth worker enters each pathway already competent in ALL of the outcomes of the previous qualification?

	<ul style="list-style-type: none"> • Student support need to be readily available. Many people would not ask for support - by nature many Pasifika and Māori youth workers, are not comfortable doing that.
Qualification pathways	Clear pathways are needed across the levels to build upon already competent skills and knowledge set.
Graduate profile outcomes	<p>Include:</p> <ol style="list-style-type: none"> 1. Understanding of what Youth Work is versus Social Work 2. Mana Taiohi, Code of Ethics, Te Whare Tapa Whā – woven at all levels and built upon as you go up the levels 3. Youth Development Strategy? Legislative requirements 4. Engaging with social justice issues 5. Engaging with iwi and hapū 6. Models of practice: <ul style="list-style-type: none"> -Strong focus on managing risk, trauma and the health and safety of our young people -Focus on youth work ethics - Strengths based approach -Relationship management. Soft skills -Understanding of power imbalance 7. Understanding youth: <ul style="list-style-type: none"> -Development psychology / Youth development theories -What affects a young person's world -Understanding different types of personalities, levels of cognitive development to inform response to young people -Youth culture from a systemic perspective: whānau, hapū, iwi and parent/caregivers, schools, community, schools, clubs, art, health care etc. 8. Developing self: identity development, understanding our own trauma and building resiliency, having self-awareness, internal code of ethics Reflective skills 9. Neurodiversity - adults with ASD (autism spectrum disorder) who have problems with social, emotional and communications skills. All cultures Rainbow Disabilities 10. Planning and managing a project 11. Tools to deal with mis(dis)information (digital/media literacies) <i>Re: Regan Duff's Varun Bhardwaj's feedback +mock unit std.</i> Strong evidence that mis(dis)information on social media having adverse effects on youth

POINTS RAISED ON EACH QUALIFICATION

The level of the qualified youth worker	<p>A major issue is that people with a L3 or L4 qual then consider themselves 'qualified youth workers'. This is problematic. Suggest renaming Levels 3 and 4 to be more generic e.g. <i>Certificate in Social Services</i>. These certificates should be a pathway to youth work.</p> <p>The term 'youth worker' should be applicable just to L6 diploma only to raise standard of the professional worker. To be a youth worker in Aotearoa you should have no less than L6.</p>
Level 3	<ul style="list-style-type: none"> • Ensure understanding of what YW is as opposed to Social Work • Supervision of other youth workers is not a Level 3 or 4 subject.
Level 4	<ul style="list-style-type: none"> • Big jump from certificate to diploma • Important for practicum to be at a level suitable for Level 4 sts • Ensure understanding of what YW is as opposed to Social Work • 80 credits a good time frame. Much longer than it would be difficult to retain students. • Why 80 credits? Suggest 120 credits full time for student allowance
Level 5 Should this qualification be developed?	<p>Decision to be based on what is useful and practical for youth workers in their given setting.</p> <p>No: 2x</p> <ul style="list-style-type: none"> • No need. Planning to go from level 4 straight to level 6 • There are too many low-level qualifications • Little in terms of financial reward. Ākonga run out of the free fees and study link options if they want to gain the higher quals. <p>Not sure: x 7</p> <ul style="list-style-type: none"> • Will this make a difference. Who will sit a level 5? Will graduates get a different level job/pay by having this? <p><u>Risks:</u></p> <ul style="list-style-type: none"> -Youth Workers may short-change themselves to and stop at L5 instead of progressing onto to L6 -Youth Workers often do not see themselves as academics and not aim for higher education. -Are organisations going to stop PD for youth workers at Level 5? -Will they support their staff to move up to level 6? -Where will the employers see their PD budget best invested? -Where does govt see professional pathway -Workers often have a limited budget for professional development – where will they spend it? <p>Support: x9</p> <ul style="list-style-type: none"> • L3 and 4 are suitable for entry work within a church/community setting. A L5 entry point (mix of L3,4 and 5) with a focus on application of information management would equip work in a professional setting • The need for trained, informed and excellent young workers has never been more important. Introducing a specific Level 5 youth work qualification is an essential step to providing our nation's rangatahi with the support they need to thrive. • Retention of this level is key to scaffolding. Many learners sign up to a course and need to exit early for a variety of reasons. • Signing up for a year with a level 5 qual on completion is less daunting than two years for level 6. Huge jump from L4 – need a bridge

	<ul style="list-style-type: none"> • Would be helpful if learners could exit with a level 5 after one year into the L6 diploma • This presents a good re-entry point for many, as well as an effective professional learning pathway in practice. • With fees-free for first year, this is an ideal year's study for those on a longer-term career pathway that opens the opportunity for full dip or ultimately degree. But allows for a year and a qual. • Ok, if current competency is recognised • Research by one provider: 25% of survey respondents indicated their interest in a targeted Level 5 Youth Work Diploma. • A Level 5 or Level 7 is now a more standardised qualification (as opposed to a Level 4 or 6). <p><u>Opportunities:</u></p> <ul style="list-style-type: none"> - At present, youth workers do not have many options as to where or how they complete a bachelor's degree in Youth Work. The introduction of a Level 5 qualification has the potential to introduce choice and a variety of training options into the sector - Gives providers the ability to build advanced courses; youth workers could complete a standalone diploma or integrate it into the first year of a bachelor's degree. Staircasing to a 3-year bachelors – attractive - Gives providers the ability to generalise – the Level 6 or 7 qualifications currently on offer have leadership components which may or may not be relevant to youth workers. - Best to give more opportunities for PD than less opportunities.
Level 6	<ul style="list-style-type: none"> • Include models of practice • The MT framework could support critical analysis of YW practice and knowledge • Supervision really is at Level 7 (Level 6 could do a basic MC). ?? • Pathways: <ul style="list-style-type: none"> - Most youth workers use a diploma level qualification for the first 7-8 years of youth work at which point they become "senior". This naturally leads them into becoming a trust manager or similarly senior role. - Should lead to community management and leadership of staff, employment, leading an organisation, strategic planning, budgets and funding, policy, and similar skills. - Should seamlessly pathway into degree study with cross-crediting (x3)

MAIN POINTS RAISED IN SURVEYS

Feedback suggests:

- Professionalisation of the Youth Work workforce
- Mandatory registration vs voluntary membership?
- Recognition of Level 6 diploma by employers
- Clear definition of what Youth Work is opposed to Social Work
- Alignment of everything to a common vision, code of ethics and fundamental reasons for doing things
- Te Tiriti o Waitangi, Mana Taiohi and Code of Ethics underpinning the qualifications
- Mana Taiohi should replace Youth Development Strategy
- Prioritising skills to help youth workers, and youth in their care.
- Qualifications to be strength-based

- Focus on practicum, with theory integrated
- Clear pathways across qualifications and to under-graduate study with RPL/RCC opportunities
- Renaming Levels 3 and 4 to be more generic e.g. *Certificate in Social Services* to avoid the perception that graduates are qualified youth workers.

