### YOUTH WORKERS AUSTRALIA

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**ABN:** 87 151 332 753



Dear Youth Work Education Provider,

As you may know there have been significant changes to the funding of higher education by the Australian Government. On 13 December 2020, the Commonwealth Department of Education, Skills and Employment introduced a new ‘professional pathway’ stream for students studying Youth Work and recognised the Youth Workers Australia (YWA) as the accrediting body for Youth Work degrees nationally.

A Professional Pathway Youth Work degree is one in which it is compulsory for students to undertake the units relevant to professional registration as a Youth Worker. This means that for students enrolled in an accredited Professional Pathway degree in Youth Work, that all units in Human Welfare Studies and Services (FOE codes starting with 0905) will be considered part of the professional pathway. Please follow the link for more information <https://www.dese.gov.au/professional-pathways>

As a result of these changes in accreditation of youth work degrees the YWA has engaged with the field to establish an accreditation process, including relevant standards and benchmarks. The documents attached outline the requirements for university courses to be accredited for professional pathway funding in 2021/2022.

The YWA is committed to ensuring the best possible Youth Work education and training is available to prospective youth work professionals. Formal Course Accreditation of Youth Work courses by the YWA recognises the quality and good standing of courses, and also provides automatic membership eligibility for your graduates.

Aside from access to favourable funding classifications, Course Accreditation will continue to raise the professional standards of the industry and prove attractive for education and training providers. Accredited Youth Work courses will be published on the Youth Workers Australia website and other documentation and be part of regular communication with members and with the sector.

The Application for Course Accreditation package contains four Sections:

Section 1: Course Accreditation Panel appointment and terms of reference, Section 2: Portfolio requirements

Section 3: The Standards and Benchmarks for Accredited Youth Work Training in Australia

Section 4: Course Application.

This guidance document provides education and training providers with a comprehensive overview of the quality assurance and the benchmarks that have been set as education standards by the YWA Board for Youth Work education and training.

We look forward to working with you.

Yours sincerely,

YWA Board.

# SECTION 1

**COURSE ACCREDITATION PANEL AND TERMS OF REFERENCE**

## 1: DEFINITIONS

In this application the following definitions apply:

* **YWA** means the Youth Workers Australia Incorporated.
* **Campus** means the campus location identified in Section 2.
* **Course** means the Course, which is the subject of this Application, as identified in Section 2. and as taught at the Campus or Campuses.
* **Course Leader** means the person nominated by an Education Provider as the point of contact in relation to the conduct of an Accredited Course.
* **Fieldwork Placement Coordinator** means the person who is employed to coordinate and supervise the Fieldwork Placement arrangements of students enrolled in an Accredited Course.
* **Student** means any person who has been enrolled in but has not yet completed a Course.
* **Graduate** means a person who has successfully completed an Accredited Course
* **Standards** means the elements specified in the Standards and Benchmarks document to guide assessments of appropriateness and adequacy in course delivery.

## THE CONSTITUTION OF THE ACCREDITATION PANEL

**2.0    Youth Worker (with a working knowledge of Universities) appointed by the YWA**

     The YWA Board will appoint a degree qualified youth work professional to the Panel who has a sound working knowledge of University processes. The YWA will have a pool of such people from which one will be appointed to each panel. This person is there to provide advice to other panel members to ensure the context of any changes required can align with University processes.  This will provide a liaison point to any University seeking clarification. The position is entitled to an honorarium.

#### YWA Board Member

As a YWA entity proper governance requires a YWA Board member to sit on the panel. The YWA Board will appoint a member to the panel who will:

* + - Be a current YWA Board member.
    - Have a youth work degree.
    - Have a minimum of five years’ experience in the youth work sector post-graduation.
    - Be currently employed by a Youth Work agency.
    - Be a current YWA member.

#### Conflict of Interest

Any Panel member with an actual or potential conflict of interest with respect to a particular training provider will be asked to disclose that conflict of interest to the panel prior to participating in the Course Accreditation process for that training provider.

## OUTCOMES OF THE ACCREDITATION PROCESS

#### 3.1 Panel Recommendations

The YWA will ask the panel to recommend one of the following outcomes.

1. Accreditation as an Accredited Course to the YWA Board
2. Provisional Accreditation with recommendations, and a timeline for implementation.
3. Not yet Accredited. The grounds for the judgment will be clearly communicated in writing
   1. **Ratification by the Board**

The Board shall consider the Recommendations of the Panel and determine the Accreditation outcome. If the Board decides to vary the outcome from that recommended by the Panel, it shall state reasons to the Panel and to the University Course Coordinator.

* 1. **Publication**

The YWA will publish on its website those courses that have Course Accreditation and Provisional Course Accreditation.

## YWA AND EDUCATION PROVIDER OBLIGATIONS

#### Obligations Upon Submitting an Application

The obligations contained in this clause and its sub-clause shall apply from the point at which an Applicant submits an application and up to the point at which the Applicant receives Accredited Course status.

#### General obligations

* + - * By submitting the Application, the Applicant is taken to have accepted the conditions for application for Accreditation current at the time of submission.
      * The Applicant shall pay the relevant Course Accreditation fee upfront.

#### Warranties

* + - * The Applicant warrants that information provided as part of the Application is true and correct.
      * The Applicant agrees that the YWA may conduct any enquiries it considers relevant to confirm the accuracy of the information submitted by the Applicant in this Application.
      * The Applicant agrees to provide all reasonable assistance to the YWA in undertaking a review of information submitted as part of the Application.
      * The Applicant acknowledges that the YWA retains the discretion not to confer Accredited Course status for the course in question. The Applicant must not claim to be an Accredited Course, unless the YWA has provided such approval in writing.

#### Obligations if Accredited Status is Granted

The obligations contained in this clause shall apply if an Applicant receives Course Accreditation or Provisional Accreditation status and for the duration of the Approval.

If the Applicant receives Provisional Accreditation or Accredited Course status, the Applicant will, for the period of Accreditation:

* + Be taken to have accepted the conditions contained in this Application.
  + Maintain course delivery in compliance with the Standards.
  + If for some reason a variation needs to be sought, the Applicant should notify the YWA and apply for a variation for the required time period.
  + Pay the fee, as required by the YWA in relation to the processing of the Course Accreditation status.
  + Maintain annual organisational membership of the YWA.

#### Duration of Course Approval

A fully Accredited Course will receive approval for the period of five years.

#### Course Renewal

The Applicant will be required to apply for Course Renewal upon the expiry of the Course Accreditation period.

#### Response to Concerns

YWA may raise concerns with the Applicant regarding variations to the Course which may compromise their accredited status or depart from the Accredited Standards.

In such a case:

* The Applicant agrees that they will respond in writing to any concerns raised by the YWA within 28 days of being notified of such concerns.
* The YWA may indicate by written notice that the Applicant must rectify certain issues or problems if Accredited status is to be sustained
* Where the YWA requires an issue to be rectified by the Applicant, the Applicant agrees to remedy the issue within a defined period which will be negotiated with the education provider.

#### Indemnity

The Applicant covenants to indemnify and to keep indemnified the YWA and the Accreditation Panel against any claim or proceeding that is made, threatened or commenced by any Student or by the Applicant and any liability, loss (including consequential loss), damage or expense (including legal costs on a full indemnity basis) that the Applicant or the YWA suffers as a direct or indirect result of the YWA’s decision not to grant the Course or any other course, Accredited Course status, any breach, or any allegations of a breach, by the Applicant of the conditions of the Application or the YWA Requirements, the suspension or revocation of Accredited Course status or imposition of Provisional Accredited status, or the Assessment by the YWA of Provisional Approval status. The Applicant agrees to notify the YWA of any situation which may give rise to a claim to such an indemnity.

#### Course Review and Grievance Procedure

The Course Review and Grievance Procedure may be activated when a person or persons have reason to believe that a Course Accreditation is in breach of the Accreditation Standards or in instances of gross malpractice. In such a case:

* An Accredited Course is required to ensure that students and staff are advised of the existence and specifics of a Course Review and Grievance Procedure through a notice on noticeboards or intranet facilities used to convey messages about the Accredited Course.
* Initial complaints may be made in writing via email to the YWA secretary via contact details found on the web at [www.ywa.org.au](http://www.ywa.org.au/)
* Confidentiality of complaints will be maintained as far as possible; and complainants must provide their name, contact phone number and any other contact details to ensure appropriate follow-up.
* The YWA may respond to the complaint as it sees fit and may determine that no further action is warranted.
* The YWA may appoint a person to investigate the complaint.
* If the YWA investigates a complaint the original complainant may be asked to put the complaint in writing and include any documentary evidence and references to witnesses or other support for the complaint, as well as any steps already taken to resolve the issues.
* If the YWA determines to investigate a complaint, the person investigating the complaint will communicate formally with the Course Leader of the Accredited Course setting out the details of the complaint and requesting a response.
* Subject to the outcome of any investigation, the YWA Education Committee (EC) will have the discretion to resolve an outcome.

Such outcomes may include:

* That the complaint is unwarranted, and no action should be taken.
* That a formal notice be issued to a party.
* That the Accredited Course has its Accredited Course Status:
  + - downgraded to Provisional Course Accredited status.
    - suspended; or
    - revoked.

## Suspension and Revocation

#### 4.7.1 Suspension:

The YWA may, at its absolute discretion, suspend its Course Accreditation of a course offered by the Applicant at any time in any of the following circumstances:

* + - * Where the YWA has requested the provision of information relating to the Accredited Course

and the Applicant has failed to provide such information.

* + - * Where the YWA has notified the Applicant of issues which require improvement, and the Applicant has failed to rectify those issues.
      * Where the YWA has determined that the Applicant has failed to comply with its obligations in relation to conducting an Accredited Course.
      * If an Applicant has its Course Accreditation Course status suspended, it will be notified by YWA
      * of this decision, including the date on which the suspension took effect.
      * Notification of the suspension of Accredited Course status may, at the YWA’s absolute

discretion, be published.

#### Revocation:

The YWA may, at its absolute discretion, revoke the approval of a course offered by the Applicant at any time in the following circumstances:

* Where an Applicant has repeatedly engaged in conduct which, in the YWA’s reasonable view, is in breach of the obligations contained in this Application and/or YWA Requirements.
* Where an Applicant has failed to remedy identified deficiencies during a period of suspension.
* If an Applicant has its Accredited Course status revoked, it will be notified by YWA of this decision, including the date on which the revocation took effect. Notification of the
* revocation of Accredited Course status may, at the YWA’s absolute discretion, be
* published.
* If Accredited Course status is revoked, a new Application cannot be submitted by the Education Provider for a period of 12 months from the date of the revocation

#### Appeals Process

When any of the above circumstances arise the education provider will have the right to appeal and request that the YWA establish an independent review of the incident, issue, or complaint and provide a report to the YWA and where appropriate to the Education Provider. Transparency should guide the process unless reporting to the provider would breach an individual’s confidentiality.

# SECTION 2

**PROFESSIONAL COURSE ACCREDITATION PORTFOLIO**

### PROVIDER PORTFOLIO

Applicant courses should build a portfolio that will include the following.

1. Awarding institution
2. Teaching institution, if different
3. Degree title
4. Statement of aims of the degree and rationale for the course
5. Place of the degree within Faculty and University Strategic Plans
6. Degree structure and requirements, levels, units, credits, and awards
7. Placement strategy and structure
8. General map of the Degree Structure against Core Curriculum (Section 3, point 3 below)
9. Specific account of claims against the Benchmarks (Section 3, point 2 below)
10. Criteria for admission/admissions policy, including entry requirements, and access and equity information
11. Support structures for learning and student welfare
12. Evaluation and improvement strategy, including measures for student feedback
13. Student feedback and assessment on the course, including comment on any changes
14. Staff establishment, and current staffing, noting current unfilled positions
15. Library resources

**Appendices**

1. Staff qualifications/Curriculum Vitae.
2. For staff teaching 090505 coded subjects, show grounds for eligibility for YWA membership.
3. Evidence of a course Reference or Advisory Committee
4. Unit outlines, including indicative bibliographies.

# SECTION 3

**STANDARDS AND BENCHMARKS**

1. **SUMMARY OF ASSESSMENT CRITERIA**

Assessment of applications for Course Accreditation will be undertaken against the following criteria.

* Youth Work content meets the principles as outlined in the Standards and Benchmarks document, recognising that there are stages of content in relation to the level of the qualification.
* The relevant Code of Ethics is directly and substantively addressed in the degree program and frames the delivery of youth work practice content.
* Staff have a credible claim to professional Youth Work status, measured by experience and eligibility for membership of the YWA or affiliate Youth Work professional associations. A minimum proportion of qualified staff is specified in the Standards.
* Students undertake youth work placements within youth agencies or agencies that have a substantial youth service component. The total placement portfolio includes sufficient time engaged with young people, directly supervised by experienced youth work staff.
* Specified texts, readings and other learning materials have Australian currency and significance within the Youth Work literature or its constitutive and supporting disciplines.
* There is evidence that students gain sufficient exposure to content that is specifically oriented to young people and to youth work practice, and that content is not excessively compromised by generic human service content or content delivered in other disciplines.
* Evidence in unit outlines of student attendance requirements of 80% and mandatory rules of assessment that all assessment in each unit must be completed.

**2. STANDARDS AND BENCHMARKS**

**Evidence of:**

1. Pedagogy based on critical inquiry and reflective practice models that aligns with youth work value frameworks.

*Evidence of reflective practice that understands the importance of alignment with professional value frameworks, and professional placement that encourages critical reflection on practice*

1. An understanding that young people are the primary consideration of the Youth Work practitioner.

*Explicit youth work practice content where this is a primary outcome. Exploration of the tensions that a commitment to young people’s interests may involve.*

1. An understanding of the profession based on an ethical commitment to young people, as expressed in relevant Youth Work ethical codes and taught by qualified youth work practitioners.

*Ethics content that uses relevant Youth Work ethical codes (e.g., the Commonwealth Code of Ethical Practice and/or Victorian Code of Ethical Practice and/or relevant state-based codes). A critical exploration of the ethical tensions that a commitment to young people’s human rights may involve.*

1. A philosophical, theoretical, and ethical stance that does not support pathological or deficit-based views of young people as a social category or stage of development.

*Documentation of this stance in relevant accreditation documents, including unit outlines. Reflection of strength-based conceptions of young people in student discourse.*

1. Professional socialisation through contact with educators who are themselves professional youth workers with a strong command of youth work’s threshold concepts.

*In the 090505-unit codes, at least 70% of staff FTE with a substantive claim to professional youth work status (e.g., eligibility for membership of the YWA and 5 years full time youth work experience).*

1. Theoretical content (e.g., critical sociology of youth) which identifies and analyses processes of power within social milieu (both macro and micro) which young people live. Critical analysis of mechanisms for social action and change regarding social, economic, and political structures, encountered by young people.

*Content that provides a clear pathway for the attainment of these intellectual capacities*

1. Literature (bibliographies) required in assessment and or background reading, that enables intelligent operationalisation of important practices and values (such as: social justice and social action, consciousness raising, empowerment, participation, human rights, and advocacy; informal and non-formal education) and is reflective of Australian content.

*Evidence of literature and reading that is required in assessment and background/supportive reading*

1. Focus on frameworks for both youth policy development and youth work practice, through exposure to a theoretical core of critical social theory, community development, communication theory, group work, theories of youth and adolescence, relevant histories of youth policy and youth work practice, and youth work principles operationalised through a minimum of 12 specific youth work subjects, and a cognitive minor with minimum 4 units

*At least 12 units (i.e., 50% of the course) identified by the 090505 classification, plus minimum 4 units’ cognitive minor. Course content alignment with the Core Curriculum identified below.*

1. An explicit human rights-based content that identifies and critically examines marginalized, disadvantaged, and intersectional groups in communities, explains the dynamics of exclusion, interrogates social norms, and addresses strategies for redress. (e.g., A human rights based, social justice pedagogy that includes exposure to diversity, inclusion, and inter-sectional issues such as: age, culture, gender, indigeneity, sexuality; and ability, within a youth work framework of practice).

Evidence of content that identifies marginalised and disadvantaged groups in communities, explains the dynamics of exclusion and addresses strategies for redress.

1. Pedagogy and content that critically analyses social structure and identifies structural barriers that young people face.

*Evidence of content that analysis social structures and identifies specific barriers that young people face (such as access to income, education, social and geographic isolation, social capital, and family make-up).*

1. Skills of reflective practice that enable students to work collaboratively in professional settings.

*Evidence of Professional placement with an opportunity to enhance skills in working collaboratively with other professionals and evaluation of capacity in that situation*

1. Youth work placements within youth agencies or agencies that have a substantial youth service component and with substantial opportunity to learn from practicing youth workers.

*No less than 420 hours (12 weeks) undertaken within youth work workplaces. Variation to this is possible via advanced standing or recognition of prior learning processes.*

1. The person responsible for the degree (e.g., course coordinator, chair, or manager) is a qualified Youth Worker eligible for membership of the YWA.

*Curriculum Vitae submitted with the Accreditation documents, including a statement of eligibility for membership of the YWA.*

**3. CORE CURRICULUM**

A benchmark survey of youth work curriculum across the currently accredited degree programs was conducted in 2014 under an Australian Government Office for Learning and Teaching grant (Cooper et al 2014).  This document identified a consensus around the constitutive knowledge base for professional youth work in Australia.

The headings below are from that Report. Under each heading, are areas that courses might be expected to cover, and areas where coverage would be desirable. It is anticipated that different courses may include these elements in different units, at different stages of the course, and that they may not be identified using this terminology. However, the substantive content should be identifiable.

1. **Youth Work Theory**

* Engages with the history of youth work as a profession in Australia and globally.
* Introduces the core philosophical and methodological commitments of youth work as a community of practice.
* Locates youth work as social practice, working with young people in their social context.
* Identifies the refusal to pathologize young people and the facilitation of agency (typically through principles of the young person as the primary constituent, of consent, and of youth participation) as core practice principles.
* Insists on the inclusion of young people within the ambit of human rights.
* Connects with the informal education tradition as a methodological foundation.
* Surveys contemporary youth work settings, methods, and models, referencing their philosophical and methodological underpinnings.

1. **Practicum**

Provides students with an opportunity to engage with young people under the supervision of experienced youth workers, to learn and practice professional behaviours and boundaries in a professional workplace, to critically evaluate practice in the light of youth work theory and professional ethics, and through staged exposure, develop professional qualities, capacities, skills, and knowledge in authentic youth work practice.

Prepares students for competent and safe engagement in the placement setting and for eventual employment as a youth worker under supervision.

1. **Professional Ethics**

* Introduces students to the concept of the professional, and the ethical commitment to the young person.
* Introduces the student to the practice of ethical reasoning.
* Provides detailed, critical, and contextualised tuition in the relevant Youth Work Code of Ethics, facilitating student alignment with the Code.
* Establishes boundaries and limits in the professional relationship.
* Facilitates a clear and assertive youth work professional identity.

1. **Engagement and Development Skills**

* Frames the interpersonal relationship between youth worker and young person; elicits critical reflection and skill development in elements of professional youth work interaction.
* Fosters empathy and trust.
* Makes students aware of the impact of personal background and history, including trauma, on communication, relationships, affect and behaviour, and how to respond effectively.
* Focuses on strengths.
* Promotes the generation of youth work relationships, in line with youth work principles, and the capacity to work effectively in informal and formal settings and with groups as well as individuals.

1. **Technical and organisational skills**

* Ensures that students are competent and safe with necessary information and communication technologies.
* Encourages effective time management, teamwork and collaborative practice.
* Introduces students to organisational process and governance.
* Raises awareness about organisational culture.

1. **History and Sociology of Youth**

* Develops sociological imagination, and the capacity to use social theory.
* Establishes the contingency of youth/adolescence as a social category in its historical, ideological, economic, and political context.
* Engages critically with developmental theories of adolescence and sociological theories of youth.
* Deconstructs dominant assumptions about young people in terms of deficits in inherent capacity, and pathologies such as vulnerability or predisposition to trouble.
* Identifies and critically analyses different discourses of youth as ‘Other’, such as youth as adolescent, youth as teenager, youth as rebel, youth as the future, troubled youth.
* Introduces intersectionality’s such as class, gender, race and colonisation, disability, sexuality, geography.
* Enables theoretical constructions of young people which are productive and emancipatory.

1. **Youth Well-Being/Youth Issues**

* Locates and critically analyses research about young people’s lives.
* Interrogates public perceptions, including the role of the media, about young people and ‘problems.
* Critically analyses impacts on young people’s wellbeing, exploring developmental elements, disorders, and adaptive behaviours.
* Critiques institutional responses.
* Canvasses effective and congruent youth work interventions.

1. **Young People, Youth Work, and the Law.**

* Explores the legal position of young people, including ages of majority, the criminal justice system, the age/crime curve and the link between criminal involvement and social conditions and statuses.
* Highlights Aboriginal hyper-incarceration.
* Discusses youth work interventions.
* Makes students aware of the legal foundation of youth work interventions, and their legal responsibilities.

1. **Young People and Diversity**

* Provides theoretical foundation for understanding intersectionality’s such as class, gender, race and colonisation, disability, sexuality, geography.
* Promotes cultural safety.
* Explicitly engages with the colonial legacy and the hyper-disadvantage of First Nations people.
* Facilitates intercultural communication and protocols for working with diverse communities.
* Enables students to develop and evaluate appropriate methodologies for working across difference in the practice context.

1. **Social Research**

* Facilitates research literacy, enabling students to critically engage with and assess scientific and academic texts.
* Develops competency in small-scale practice-based or practice-informing research, affirming the validity of practice-based epistemologies.
* Supports students who may wish to undertake Honours and/or postgraduate work.

1. **Social action**

* Identifies the responsibility to engage with immediate, local, regional, and national structures.
* Develops capacity to think, plan advocate, agitate, campaign and act strategically and reflexively, and practical skills in building alliances and collaborations and mobilising communities.
* Supports skills in assisting young people to advocate for change.

1. **Interagency Work**

* Develops awareness of the roles and ethical commitments of other professions who may be involved with young people and supports collaboration consistent with the principle of the young person as the primary constituent.
* Outlines case management approaches.
* Clarifies the role of youth workers where the consent of the young person has not been obtained in the sharing of information or other actions.
* Engages critically with child protection protocols.

1. **Policy and Politics**

* Establishes literacy in understanding Australian political institutions.
* Locates young people, youth issues and youth work within particular portfolios and departments.
* Understands youth work as shaped but not determined by Government policy, and the process of engaging with policy development and reform.
* Provides a background in contemporary youth policy.
* Raises awareness of the youth affairs landscape, including peak organisations and professional associations.

**4. YOUTH WORK GRADUATE CAPABILITIES**

**The YWA aims to increase the skill set of the Youth Work sector to a Bachelor degree Level.** Youth Work graduates should be able to demonstrate skills and knowledge in the following areas. These have been sourced and then adapted from the Quality Assurance in Higher Education (NYA, 2009).

1. **Understanding, developing, and managing their professional role:**

* An understanding of and the capacity to apply and integrate theoretical frameworks and key concepts relevant to practice in youth work.
* An informed and critical understanding of their role in relation to other professional interventions in the lives of young people and communities.
* The ability to maintain good professional boundaries in voluntary relationships and in informal contexts.
* The ability to make informed judgments on ethical and professional issues in a disputed field and to act appropriately in line with the relevant Code of Ethics.
* The ability to operate as a reflective practitioner, consistently reviewing practice against quality benchmarks and in consultation with all stakeholders.
* Critical reflection upon, and commitment to, their continuing personal and professional development.
* The capacity to manage others in the workplace (volunteers, staff, accountability, equality, and diversity in the workplace).

1. **Fostering democratic and inclusive practice:**

* The ability to build trusting relationships.
* The ability to design and implement initiatives, projects and programs using a participatory approach.
* The ability to foster participation and support for young people to play an active role in their community recognising the importance of community connection to each individual’s social capital and the’ contribution to building the capacity of communities.
* The ability to create inclusive environments that reflect an understanding of the power dynamics that exist in and around relationships with young people whether that be with individual youth workers or institutions.
* The capacity to work with young people in ways that are congruent with the voluntary principle, that facilitate young people’s agency, and are based on cooperation and collaboration, rather than coercion.

1. **Facilitating personal and collective learning development and capacity building:**

* The capacity to engage with young people and community groups, build relationships, form partnerships, and facilitate young peoples’ individual and collective learning and development.
* Give appropriate weight to our accountability to stakeholders
* Skills in developing inclusive networks which particularly recognise the marginalization of small projects or minority groups must be challenged in all our practice and the practice of others and of the institutions that work with young people.
* The ability to write and analyse organisational and Government policies.
* Effective communication using written, visual, electronic, and oral means with individuals and groups.
* Understand the importance of emotional literacy to the overall well-being of young people and be able to devise practice responses that build these skills in young people.
* Skill in the collection and application of basic program evaluation data to ensure the appropriate evaluation of the impact and effectiveness of the practice.
* A commitment to building youth work communities of practice to promote and share good practice as individuals and as members of organisations.

1. **Generic Skills**

Graduates should be able to demonstrate:

* Self-management, including the organisation of an efficient and effective work pattern and working to deadlines.
* Ability to present data in different formats, including graphical and tabular.
* Commitment to the improvement of their own learning and performance.
* Commitment to, and willingness to contribute to, the development of the profession.
* The capacity to build practice on an understanding of issues of power, empowerment, and the complexity of voluntary relationships.
* The capacity to provide support, safety, and well-being of staff.
* Context-appropriate leadership of individuals and groups.
* Project management skills (monitoring, evaluation, financial management. management of resources, policy development, understanding quality framework models).

**Reference:**

The Quality Assurance Agency for Higher Education, (2009), Subject benchmark statement Youth and Community Work, The Quality Assurance Agency for Higher Education, UK.

# SECTION 4

**COURSE APPLICATION**

**YWA Accreditation of Professional Degree program in Youth Work**

# Course and Campus Information

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| **APPLICATION DETAILS** | |
| Name of Education Provider | |
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| Course Code | Registered provider number |
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| Full title of course as it will appear on the Course Accreditation certificate | |
|  | |
| Campus location | |
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| Street address | |
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| State | Post Code |
| Postal Address: | |
| State | Post Code |
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| **CONTACT DETAILS** | | | |
| **Head of Department/CEO Contact Details** | | | |
|  | | | |
| Title | Surname | | Given name(s) |
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| Position | | | |
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| Department | | | |
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| Phone | |  | |
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| Email | | | |
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| **Course Leader Contact Details** | | | |
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| Title | Surname | | Given name(s) |
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| Position | | | |
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| **Fieldwork Placement Coordinator Contact Details** | | | |
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| Title | Surname | | Given name(s) |
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| Position | | | |
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| **COURSE DETAILS** | | | |
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| **Fieldwork/Industry Placement** | | | |
| Number of placements | | Total number of placement hours: | |
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| **Number of Teaching Staff** | | | |
| Full Time Equivalent:  Full Time: | Part Time: | | Casual/Sessional: |
|  |  | |  |
| **Course Duration (Full Time)** | | | |
| Number of Years | Weeks in Semester | | Number of Semesters |
|  |  | |  |
| Total course contact hours (does not include placement) | | | |
|  | | | |
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| **SECTION 2: DECLARATION** | |
| On behalf of the Applicant, I declare that all requirements of the Accreditation Panel of YWA in relation to this Application have been fulfilled. | |
| Full Name | |
|  | |
| Position | |
|  | |
| Signature |  |
| Date | / / |
|  | |