

Agency handbook 2010/2011

Prepared and published by the YMCA George Williams College for the Rank Foundation and Joseph Rank Trust.

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The Rank Foundation and Joseph Rank Trust Youth Work Schemes

England, Wales and Northern Ireland, Rank Volunteer Award (GAP) Scheme, Community Action Placements (CAP) and YARN

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Visit the Rank agency support pages: www.rankyouthwork.org

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Introduction

This handbook has been produced to help managers and workers to sustain and develop their work with the Rank Charities. It is aimed at agencies participating in the *YAP initiative* and the older *Youth or Adult?* and *Skills Apprenticeship* initiatives. The handbook also contains material useful for other Rank schemes such as the *Gap* programme and *Investing in Success*.

The main changes in this new edition concern:

- *YAP* workers and the new Diploma programme (they now take the full Diploma in informal education programme. If they are not transferring onto the degree programme they complete the Access to Higher Education Diploma) (see Appendix 9).
- Updates to the Gap Programme including the new manager's checklist (see Appendices 1 and 2).
- Changes to the administration of Jubilee Trust and Tall Ships Youth Trust bursaries (they are now handled by Natasha Heny) (Appendix 5).
- Additions to the publications list (Appendix 7) and to Reading for *YAP* workers (Appendix 10).

We will circulate people if there are any substantial amendments to the handbook. A fully updated version is available on the Rank Agencies' support page: www.rankyouthwork.org/agency_support.

Jeff Salter and Mark K. Smith

Ethos

Over the years the Rank Charities have demonstrated a longstanding and sensitive commitment to funding youth work. They have developed a unique approach that supports pioneering work grounded in local communities. The network of projects involved includes youth cafés, creative arts projects, street work with young people, volunteering initiatives, outdoor education, a farm, and two building projects. They look upon what they are doing as an investment and are keen to work with agencies so that they may succeed. Their approach to funding is intentionally consistent with the approach they aim to foster in the face-to-face work supported. It is 'relational' rather than 'transactional'.

There are two Rank Charities involved in supporting youth work: The Rank Foundation and the Joseph Rank Trust. The Joseph Rank Trust [JRT] was established in June 2002. It represents an amalgamation of a number of charities established by the late Mr. Joseph Rank (1854 - 1943), or members of his family, during the period from October 1918 to April 1942. Joseph Rank was a passionate member of the Methodist Church and the trusts represented a practical expression of his strong Christian beliefs and his desire to advance the Christian faith and to help the less fortunate members of society (for more information visit the JRT website – www.ranktrust.org). The Rank Foundation emerged out of the activities of Joseph's son J. Arthur Rank and his wife. In 1953 they set up the J. Arthur Rank Group Charity (now The Rank Foundation). It concentrates exclusively on:

- encouraging and developing leadership amongst young people
- supporting disadvantaged young people and those frail or lonely through old age or disability
- the promotion of Christian principles through film and other media

For more on the Foundation visit their website www.rankfoundation.com.

Several things stand out about the way the Charities work. They support work that is focused around:

Locally identified needs and responses. Unlike most other funders, the Rank Charities' youth work initiatives invite local agencies to come up with projects that address the needs of young people in their areas. They do not have a predetermined set of 'youth issues' that agencies have to address. Rather they put their trust in those in the 'front-line' to generate ideas and initiatives. They

recognize that the work flows from relationships, and relies upon the character, integrity and wisdom of local workers. This reflects in the variety of projects supported and a concern to evaluate the work in ways that remain true to the spirit of the work. A further, crucial, aspect is that the Charities give considerable freedom to projects to change the work as local circumstances alter. The result has been a range of innovatory work.

Investing in people *and* projects. The Rank Charities do not ‘buy’ services, and they have tried to get away from the simple giving of grants. Instead, they look for local agencies and individuals with potential, and work with them to develop their projects. This involves support during the application stage and throughout the life of the project. The Charities’ youth directors are in regular direct contact with the projects. Trustees regularly visit projects and meet young people, workers and managers. In addition, projects are offered a range of specially-tailored opportunities including courses, conferences and web-support. There is a strong emphasis on the personal and professional development of workers and volunteers. In particular, there is a concern with encouraging agencies to ‘grow their own’ – and participation in high quality and professionally endorsed training...

Encouraging agencies and individuals to be ‘pebbles in the pond’. Much of the project funding is given for three or more years – and this has allowed for much greater stability in projects, and the ability to develop work that both is sustainable in the long-term and that makes an impact on local groups and organizations. The Charities are keen that ideas and practices are shared with others through things like joint local initiatives. There is also a strong emphasis on sharing within the Rank network. The underlying philosophy is that significant and lasting changes in the field come about, in large part, through direct engagement with good work and good practitioners. As a result, the Charities are keen to create environments where able and knowledgeable workers and managers can flourish and ‘make ripples’.

Relational practice. The Charities recognize that relationships are central to all aspects of the work. There is an appreciation that youth work is both based in relationship and seeks to foster relationship (with oneself, with others, with the world, and with the transcendental). As funders they also seek to cultivate relationship with individuals and agencies, and between individuals and agencies in the Rank network.

Being youth-friendly. One of the most refreshing aspects of the initiatives supported by the Rank Charities is the way in which young people have not only had a strong voice – but have also directly contributed to the work. There is an emphasis upon young people’s participation, and upon the offering opportunities to work and to develop their abilities as educators.

The overall result has been the development of a network of local agencies that have made a difference to the lives of the young people involved, developed important innovations in practice, and demonstrated the long-term importance of youth work.

Some implications for projects

Some within participating agencies take a little time to get used to the ethos of the Rank Charities' youth work initiatives. Here we want to highlight six particular expectations. That agencies:

Are open about the work and any issues arising. The Charities and the College (where it is involved) want to be kept informed about the work, how it is progressing and any issues or difficulties encountered. If there is a problem that is going to significantly affect project operation this must be discussed with your appropriate Youth Director or Assistant Youth Director. Similarly, problems with participation in College programmes should be discussed with the Rank Tutor.

Put a high priority on direct, welcoming and involving work with young people. The quality and quantity of work with young people is a central concern of the Charities. There is a strong emphasis upon organic and participative work. Directors look closely at the quality of youth work relationships and the amount of time devoted to face-to-face work.

Look to the development of both workers and young people. All the Rank Charities' youth work initiatives also place a strong emphasis upon the development of participants – both workers and young people.

Provide a clear framework for the support and management of workers. Many of the problems encountered by projects are linked to the quality of the managerial environment in local agencies. The nature of the management and support offered to workers is a key concern both to the Charities and to the College.

Work with others in the Rank network to develop and promote good practice. When agencies join a Rank Charities' initiative they also join a 'club'. They are expected to share practice and experience with others in the network, participate in joint events and work collaboratively with others to improve practice in the field.

Are concerned with follow-on. The sustainability of projects is an important focus for the Rank Charities. They are keen that projects are not viewed as some add-on – but are developed as integral to the agency. It has been the experience of the Charities that youth work projects that are on the periphery of agencies tend to experience significant problems and are not easily sustainable beyond the life of the funding.

Ethos

Notes

The schemes

Here we introduce the main youth initiatives funded by the Rank Charities. The various schemes integrate with each other and can be viewed in summary format in Appendix 6. The various Schemes integrate one with another. For example, agencies involved in the YAP Initiative may well take on Gap volunteers. Later they may become part of the *Investing in Success* initiative.

The Gap scheme and Rank Volunteer Award

The Gap Scheme offers people aged 17-24 years the chance to undertake full-time youth work placements in Rank-funded initiatives. Participation automatically entails enrolment in the Rank Volunteer Award.

The Rank Foundation runs and funds this scheme, involving around 30 to 40 participants at any one time. 'Gappers' are only placed within agencies associated with Rank Charities. They can be split into two categories; school Gappers and community Gappers.

The original Gap scheme was, and remains, aimed at school leavers taking a gap year between school and further education - hence the name. It was designed to give participants six to nine months experience of work in rural and urban communities. These Gappers were, and remain, largely recruited from independent schools with which the Rank Charities have contact. They are sometimes called 'school Gappers'.

The second target group of the Gap scheme grew from the first and concerns a similar age group. This group of people are also experiencing some sort of 'gap' in their lives. This may be between school and further education, or unemployed, or some other moment of change. These Gappers are recruited from the agencies with which the Rank Charities have contact and fund. They are sometimes named 'community Gappers'.

A summary of the community gap scheme can be found in Appendix 1. See, also, the *Gappers' Handbook* on the Rank support pages: <http://rankyouthwork.org/gap>.

Skills Apprenticeships

This initiative was aimed at people in the 18-30 age range and it combined training in informal education (via Diploma Studies - providing an all-UK qualification for youth support workers and 'part-time' community educators) with experience and qualification in a range of disciplines. It was funded over three years.

The *Skills Apprenticeship Scheme* was designed for people already involved in network agencies and who had been identified as showing particular promise. It focused around the needs of those who want to develop their ability to work with people and to enhance their specialist skills – for example across a range of outdoor activities.

The Skills Apprentice Scheme has now been superseded by YAP Initiative.

Youth or Adult?

Youth or Adult? was designed as a UK-wide, five-year initiative combining training and development of workers, communities and youth work projects in the independent, voluntary sector. Over the years it involved around forty-five different local agencies at any one time. Both the Rank Foundation and the Joseph Rank Trust funded this initiative. The YMCA George Williams College provided the training and qualification of workers.

Youth or Adult? now forms part of the new *YAP Initiative* – see below.

YAP – The Youth or Adult? Apprentice Programme

YAP (the Youth or Adult? Apprentice Programme) is aimed at developing work with young people and has a priority on work with 12-25 year olds. It looks to local people to identify needs and to design 'youth-friendly' projects that address them. *YAP* also places reflection and professional development at its core. It combines training in informal education for the *YAP* worker (via the full Diploma Studies programme at the YMCA George Williams College - providing an all-UK qualification for youth support workers and animators of community learning and development *plus* a nationally recognized Access to Higher Education qualification) with experience and qualification in a range of disciplines.

The initial length of a *YAP* project is usually three years. After one year or more it will be possible for a limited number of projects to extend their funding by transferring to *YAP* part two. Part two of the Programme allows, where appropriate, the *YAP* worker to undertake degree-level professional training in informal and community education (with the YMCA George Williams College).

Investing in Success

Agencies that have a long and successful association with the Rank Charities may attract further investment from them. The *Investing in Success* initiative funds

agencies for five years so that they may undertake special projects, developing their work. These developments often include:

- Community development
- Leadership in the host agency and community
- Enterprise, employment and voluntary action
- Training and education

Many of these projects use the Rank investment to attract matched funding from other sources. The bulk of the programmes involve setting up traineeships and making use of college training programmes outlined earlier.

The format of a number of these initiatives has mirrored aspects of the *Youth or Adult?* Initiative – but on a more local scale. The emphasis has been on locating, nurturing and enabling local young people to take up traineeships over a three to five year period. These trainees have often been working in a series of partnership organisations that, between themselves and the *Investing in Success* agency, have matched-funded salaries and training costs. Many of the trainees undertake the Diploma Studies Programme and agencies wanting to arrange such training should contact College staff.

Details of all the current agencies involved with the *Investing in Success* initiative can be found on the Rank Charities Youth Work web pages ([www.rankyouthwork.org /agencies](http://www.rankyouthwork.org/agencies)).

The schemes

Notes

Selection

Agencies often find it difficult to get the selection process right. In our experience it is fundamental to the success of a project. Later problems can often be traced to issues with selection. This might be around:

- Framing of the job. Agencies are sometimes unclear or over-ambitious about what they expect workers to do.
- A failure to plan selection so that people can be appointed in good time. Many agencies do not start the recruitment process early enough and end up rushing appointments and not necessarily getting the right person for the job.
- Identifying the right qualities in applicants.
- Communicating to applicants what is actually involved, for example with regard to training and development.

If a worker leaves it both sets the project back by a significant period – at least six to nine months – and limits what is achievable in terms of training and development.

Being clear on the sort of person we want to appoint is central to the process. It is crucial to bear in mind training and College (see below) requirements; agency requirements; and the particular demands of the work to be undertaken. In particular it is crucial to recognize that within programmes like the *YAP* Initiative, the person appointed must:

- Be committed to a career in the area, and
- Have the capacity to study to the appropriate level (in the case of the full *YAP* programme up to honours degree standard).

This scheme represents a fantastic opportunity for professional qualification and sustained development – and this should not be underestimated.

In our experience one of the key things to look for in applicants is whether they are called and suited to the work, and hungry for challenge. A further element is whether they have the potential and commitment to study and train at the levels *and* for the time required.

‘Growing your own’

Given the organic nature of the various initiatives we especially recommend that agencies think very carefully about how they might recruit local people – and how they can encourage and give them ‘permission’ to apply. It is also important to consider how agencies can support people already within, or connected to, the agency so that they may apply. Here it has been our experience that it is important to cast the net beyond the obvious people. In addition we ask agencies to think long and hard about how they can create the right environment for workers/trainees to grow as practitioners.

There are some clear advantages and disadvantages attached to local and internal appointment, and promotion. One important consideration here is that the *YAP* Initiative, for example, could last five years or more. It is, thus, important to consider where the person might be in a few years time. Another consideration is whether the people concerned have the capacity to change their role within the agency.

If agencies have a possible local or internal candidate, or a number of candidates, they should contact the relevant Youth Director or Assistant Youth Director to discuss options, and issues around selection events.

Planning the process

Considerable time and effort can be saved by following basic procedures and harmonising the selection processes of the agency and the College in the case of *YAP* and *Gap* Schemes.

We recommend agencies:

- Work to a timetable that ensures that selection is undertaken in good time for the training and award programmes the worker is expected to undertake. For *YAP* this means focusing on the September start of the College programme. There is a real danger of ‘missing the boat’ if this does not happen. While *YAP* projects may join the initiative throughout the year, agencies must aim for a selection event by June/July so that their workers can begin their training. For *Gap* volunteers who want to undertake Diploma Studies there are starting points spread throughout the year.
- Book their selection events early. The relevant Youth Director or Assistant Youth Director will need to be involved in the event so the date will have to be agreed by them. *YAP* Agencies must also notify the College of the selection event date so that a College interview can be arranged within two weeks of the event. *Gap Scheme* agencies must advise the College immediately someone has been selected if the person wants to do Diploma Studies. This is so an application can be made and interview arranged.
- Work to avoid falling into the trap of having too high expectation of the quantity and scope of the work that is achievable in the early stages of the project. It is important that workers get into face-to-face work fairly

quickly, but equally it is vital that the worker is seen as a student /practitioner. Along with other implications, this means that during term time, agencies need to plan for the worker taking three sessions a week for study time.

Some *YAP* projects will be able to manage their budgets to appoint early (agencies receive their first year's funding well before the project funding period starts). Aiming at earlier appointment can have advantages. Where workers are appointed in advance it allows them to settle in post before they start their training. Also if the selection process does not bring forward the right person it gives time to try again. While earlier appointment has advantages, it is also important to bear in mind the points already made about getting the selection process right – and not taking shortcuts.

***YAP* agencies should contact Jeff Salter at the College as soon as they have completed their selection event. Gap Scheme managers should contact John Peaper** (see inside front cover for contact details).

The job description/specification

It is important to work on a job description and/or specification at an early stage. The main things that should be included are as follows:

- A short summary of the job's aims (basic function);
- Who the worker is responsible to (accountability);
- Who the worker has working relationships with inside and outside the agency (relationships);
- The main tasks or activities the worker can be expected to be involved in (key tasks);
- The results expected or targets - this is something that will evolve.

Remember that when preparing this you need to include participation in the training programme – and that this will involve workers studying on their own initiative, writing assignments, undertaking supervision and, in the case of *YAP* participating in study days, residentials and supervision. We urge agencies to include some phrase concerning the ability to make sustained use of professional and specialist training in their specification.

Selection criteria

Agencies will obviously have some specific criteria in mind when thinking about selection. It is important, however, to consider the requirements of the courses and award schemes workers might be expected to undertake. For *YAP* we strongly advise agencies to include the College's selection criteria when considering advertisements and / or developing the person specification for their particular posts. The person appointed will need to satisfy the College's requirements through their application form and the College interview (See the next section.)

Candidates have to demonstrate the potential to study at Diploma Studies standard (and if progressing, to Honours degree standard).

For the YAP initiative the College is concerned with:

- Applicants' qualities as face-to-face workers.
- Their ability to think on their feet.
- Their concern with ethical and social questions.
- Their ability to communicate verbally and on paper.

The other main consideration is that workers will have to commit themselves to a long period of work and study. This does mean they need to be 'hungry' for the opportunity and committed.

Applications

Ideally, we suggest agencies use, or add to, the College application forms (these are available on-line). However, if you are designing your own forms, we would urge you to add in headings from the College form if they are not already included. This saves the applicant completing two forms.

For YAP initiative appointments, when sending out details of the job, it is a great help if agencies include the College leaflet: *Training within the Youth or Adult? Initiative*. (it is reproduced as Appendix 9). Do note that along with the application form, applicants to the College are required to submit a supporting statement under particular headings and an assessment of learning needs (we enclose guidance on this to be included in application packs), an equal opportunities monitoring form, a health details form, an enhanced CRB disclosure form (Scottish agencies need to go through the Scottish vetting system, Northern Irish agencies through their local scheme) and two references under particular headings (see application pack). They are also sent a written piece that they are asked to explore with regard to their practice when they come for interview.

Short listing

In many cases the Agency will identify a single person to put forward for the Scheme – and this person will require an interview. However, where an open recruitment process is necessary, the Rank Youth Directors **require** a shortlist for interview of no more than four candidates for the YAP Initiative. If there are any difficulties with regard to this please contact the relevant Director.

Selection events

It is important that agencies provide an opportunity for applicants to learn about the agency, its work, and the particular demands of the project. They should be given a chance to see the agency before the formal procedures take place – and, if

at all possible, to view work in progress. This might mean creating a facility for visits prior to the selection event.

Agencies should not rely on interviewing only. It is important to consider what experience you hope to give 'on the day'. In our experience these are some important questions to consider:

- How will potential shine through?
- What information do agencies need to make a decision?
- Will interviewers have the space to respond to the candidate and find out more?
- How can an event be organized to find out whether candidates are likely to fit in with the culture of the organization, the team etc.

Agencies should look to use aids to selection such as presentations, discussions with stakeholders (especially young people) and so on.

Those involved with selection should also bear in mind the scale of the opportunity they are offering. In the case of *YAP*, for example, the offer could include five or more years' employment and the chance to gain a degree and full professional qualification. This is an opportunity which exceeds the vast bulk of what is currently on offer in the field.

For *YAP* applicants there have to be two separate selection events – one for the agency and one for the College. Agencies should contact the College as soon as possible with their selection dates – the College selection will be organized within two weeks of them receiving the information about the successful candidate - if two weeks or more notice of the selection event is given. Once an agency has selected their candidate they must phone the Rank Tutor, Jeff Salter, at the College at the earliest possible moment, and send a copy of that candidate's full, completed application to the College. They will then send the candidate formal notification of interview and a piece of reading for the interview day.

The College selection process is as follows:

- Selection usually starts at 11.00 a.m. (depending on numbers attending on interview day, candidates can expect to stay until 4.30 p.m. at the latest.
- Candidates will receive a tour of the College, and an introductory talk outlining the College philosophy, theirs and the College's responsibilities, and an outline of the programme.
- Candidates have an individual interview lasting half an hour. They will be asked about their application (including their supporting statement and 'assessment of learning needs'), their practice, and various questions relating to the selection criteria.

The College will ring the agency and the candidate after the interview to let them know the outcome. They will write to candidates confirming any offer, outlining any conditions, and including any paperwork to complete.

The agency must be prepared to release students for study, study days, residential, supervision and to provide adequate line management support in terms of line management meetings, and assessments when due.

Questions and issues

If there are any questions or particular issues with regard to the selection process, then please do not hesitate to contact the appropriate Director, Assistant Director or the Rank Tutor.

Notes

Induction

The Rank Charities expect agencies to take particular care with the induction of new workers, trainees and 'Gappers'. They expect workers, trainees and 'Gappers' to:

- Go through an induction process that helps them to understand the agency and its work, and what their contribution can be to these.
- Be given a clear description of what work they are expected to do before they start - and have chances to talk about what their needs are.
- Be made aware of the different training and development opportunities open to them (including the usual opportunities available in the agency).
- Take part in regular meetings with their manager to plan and review their work, and to explore their development.

Induction is, as readers will know, essentially, an introduction to a new job. One way of viewing it is as a process of negotiation between the new worker /trainee and the agency they have joined.

There is a clear expectation from the Rank Charities that workers, trainees and 'Gappers' will work within the policies of the agency they have joined and contribute towards its development. There is also an expectation that agencies will attend to the personal and professional development of their workers/trainees/volunteers.

Agencies will approach this task in different ways. However, from what previous volunteers, workers and managers have told us, certain things should be present.

An introduction to the work of the agency. This will probably take the form of talking to key staff in the agency - and reading through any reports or publications that explains the work. A number of agencies prepare a small pack of useful material. Some of the important things to think about here are the:

1. *Aims* of the work - what is the agency seeking to achieve;
2. *Needs* of the people using the agency;
3. *Structures and staff* of the agency - who does what, where, when, why and how.

4. *Policies* that govern the work - for example around health and safety and equal opportunities.
5. *Methods* that are used; and the
6. *Resources* and other agencies that are worked with.

This is something that needs to be done in the first couple of weeks of someone joining the agency.

An introduction to the area. Those new to the area will need some help with getting to know the neighbourhood, its infrastructure, and local services and amenities.

An introduction to the individuals and groups the agency works with. Workers, trainees and 'Gappers' will make their own contacts and meet people - but it is also important for establishing their role within the agency that they are introduced to the people they will be working with.

An introduction to the training and development opportunities available. Early on it is necessary to identify training and development needs and plan how these may be met in the time available. For *YAP* workers much of this is already in place – but there is still a need to identify what specialist training might be required. On other programmes where people can opt for different training programmes – as for example, in the *Gap* scheme – people are recommended to register promptly with the College and go to one of the introductory days run by the College.

An introduction to the role and work of the worker/trainee. Here tasks and limits are identified (see below).

An introduction to administrative arrangements, and allowance and expense payments. This is an area that can cause tensions. Workers, trainees and 'Gappers' need to know about procedures, time limits etc and who they can go for advice.

An introduction to the budget for their project/work. There is an expectation on the part of the Rank Charities that the budgets of projects are transparent – and that workers should be in full possession of the facts with regard to the finances of their work. As part of the induction process workers should be given a copy of the application for funding.

We have found that the experience of the first year of long-term projects and, specifically, the way induction is handled, is of fundamental significance. It impacts directly on the worker, their commitment, orientation and capacity to make use of the opportunities on offer to them. Done well it also lays the right sort of foundation for the work. Projects can easily run into major difficulties if a proper framework and the right sort of support is not in place. The result is frequently poorly focused and executed work, and workers resigning.

Induction

Notes

Line management

Managers should meet with regularly with trainees and workers within the Schemes. They must meet new entrants as soon as they start with the agency in order to set up the induction process and to establish tasks and limits. After that managers should formally meet with trainees, workers and 'Gappers' on a regular basis (initially it might be a good idea to meet weekly and later fortnightly or monthly). It is especially helpful if notes are kept and agreed of the contents of the meeting so that both worker and manager know where they stand.

In terms of line-management, managers need to:

- Ensure the agreements made by the organisation are met. This includes ensuring that the trainee/worker/volunteer is released for training and for Rank network events, and that reports are submitted on time;
- Monitor whether the trainee/worker/volunteer is working with appropriate client groups and in relevant settings;
- Create and maintain an appropriate managerial framework for professional development – including monitoring progress on courses etc.

It is also important to remember that the training that most are undertaking impose an additional and substantial workload on people who are likely to be already working above their contractual requirements. It is important for all concerned to recognise that participants will not benefit from their education and training programmes, or be able to take part in it adequately, unless their jobs are organised to facilitate study and development.

Monitoring development and progress

The College and the Charities strongly recommend that managers regularly review with their trainees/workers/volunteers development and participation in any programmes of training. This is, in part, so that managers can write any assessments and report to the Rank Charities and their own managers. It is also to ensure workers, trainees and 'Gappers' have the necessary managerial support for their development. Managers play a key role in creating the right environment and helping to maintain the right sort of framework. Many of the courses that workers, trainees and volunteers take can be demanding both emotionally and intellectually. Whilst they may also have non-managerial supervision or a mentor, there is also a need, as many will appreciate, to help manage change. In addition,

time management can be a problem – and managers can be pivotal in ensuring that workers and trainees give and have the right amount for reflection and study, engage in an appropriate amount of face-to-face work; and meet course deadlines and requirements.

Some do's and don'ts

Zareena Abidi makes some suggestions for managers based on her experience as both a worker and a manager on Rank Charities' youth work projects. These suggestions are aimed at YAP managers – but apply with equal force to other schemes.

The work

Do expect the worker to:

Commit to something real

Be involved with real project work

Develop projects of their own based around the needs they identify

Be involved in the management of the scheme – budgets, contracts, reports

Have real responsibility

Don't expect to workers to:

Be junior tea-makers!

Make up work as they go along

Have the work organised for them

To keep secrets, hide financial info, pass the buck

Be able to achieve everything overnight, they have 3/5 years!

Study

Do make sure your worker:

Has appropriate time to study

Uses the appropriate study time

Is involved in the appropriate face to face work for each study level.

Works the required face to face hours.

Participates in regular line management sessions.

Attends regional study days and residentials

Is supported. The training is emotionally, socially, intellectually and physically demanding

Don't encourage your worker to:

Work instead of study

Find their own face to face work – it's your role to support them

Get through course by winging it.

Feel guilty for taking time out to attend these college meetings and events

Feel they are an island – others are going through similar experiences

Be overconfident about coping with the workload and pressure of study

Underestimate the changes, the workload, the pressure of deadlines

Is aware of how they might change with training and the effects this can have	
<i>Reporting in</i>	
Do expect the worker to:	Don't expect them to:
Write regular progress reports	Help you to get something for nothing
Complete annual reports	Complete a mountain of paperwork
Host Rank visits to the organisation	Get away with not developing good quality youth work
Have ongoing contact with Rank staff	Go through the programme on their own – they and the agency are an investment
Participate in Rank Conferences and Residentials	

Managers are especially advised to explore the balance between work, study and home and social life with their workers and trainees. It is particularly important that workers and trainees within the various Schemes do not over-extend themselves. For example, they should not be working in sessions after they have attended College study days or Rank Conferences. If significant travel is involved for such events, managers should be encouraging workers/trainees not to over-stretch themselves.

A further area for consideration is whether student-workers are taking time for study, and are they using their time productively? Managers should ensure that YAP workers spend 20 per cent of their work time on study over the year. However, there are peaks and troughs. During term times the degree programme involves around 15 hours work a week. Other questions managers could be exploring include whether the workers have a suitable 'spaces' for study i.e. is the home / work / other environment more suitable? Are they encouraged to talk to their tutors about academic concerns and not 'bury their head in the sand' should problems arise? Sometimes student-workers will need managerial guidance in order to manage themselves more effectively.

Managers also need to keep an eye on the whether the agency is providing an appropriate environment for professional development and functioning. Can the worker/student's learning needs be met within the agency? Is the manager aware of what the assignment tasks are, and can the correct environment and experiences be provided or developed to allow student-workers to access suitable practice to complete these?

Over the years we have noted a number of issues that recur. These include:

Alteration of working patterns – trying to balance work and study. If the student-worker has been working at the agency previously, then managers', peers' and young people's expectations of them will need to shift to take into account their changed responsibilities. Additionally, student-workers can sometimes be reticent to lessen their workload to make room for study.

Stress connected to programme tasks e.g. writing assignments, study days etc. If the student-worker's last educational experience was not a positive one, this can impact negatively on their confidence in any learning situation. Additionally, writing assignments is stressful for all students to varying degrees – line managers will need to be aware of this impact. Are students allowed to study effectively? Can line managers help – for example, paying for overnight stays for students with long journeys to study days, or ensuring that any resentment of student-worker's status within the organisation is dealt with etc.

Overwork – setting unrealistic priorities and workloads and trying to make far-reaching changes in a short time span. The over-enthusiasm of new trainees is a more common problem than the opposite state of affairs, and the ability to enable student-workers to look at a long-term strategies rather than short-term fixes at work (and therefore develop their management capabilities) is a key element of the line management relationship. A further issue is the failure to give proper allowance for attendance at Rank network and College events and days. Workers should not expect to work on the evenings of College study days; and where significant travel is involved for events careful consideration should be given to adding in an overnight stay.

The provision of line management sessions. Are they regular and formalised? Chance meetings, phone calls and 'corridor chats' may not be providing the student-worker with enough time to prepare and reflect on their work. For details around line management sessions including job descriptions, target setting, and agendas, see appropriate pages of the College's Managers and Supervisors Support Packs (available on-line from the agency support page: www.rankyouthwork.org/agency_support).

If the worker is undertaking Diploma Studies or the Degree programme at the College managers initially need to write a short assessment at interim stage and at end of the level. On the degree programme this drops to one assessment per level for levels two and three. At the end of each level managers assess the extent of the student-worker's learning within professional practice under certain headings (which match the college assessment criteria). Further details around this can be found in the Managers and Supervisor's Support Packs.

Many line managers miss out on the opportunity that the Rank network and College provide to share their practice and explore their work. Under separate cover, managers receive details of *Reflective Practice Workshops* which take place at different venues around the country which allow line managers and supervisors to share their practice. Additionally, peers at these conferences can provide a huge resource network of advice and good ideas, plus the tutors at YMCA George Williams College are always available to discuss any issue.

Preparing managers' assessments

Where workers and trainees are undertaking training programmes there is usually a need to prepare a professional assessment. For those participating in YMCA George Williams College programmes there are extensive, separate handbooks that brief managers in this area.

Managers also have a responsibility to the field in the area of professional concerns. If there are serious questions around some aspects of workers' or trainees' practice it is necessary to inform the College if they are participating in a programme of training.

Assessments are critical reviews of the student's development and competence. All assessments by students, supervisors and line-managers have to be organised according to the seven main headings (for Diploma Studies) or four main headings (for BA (Hons) programme) – apart from the interim stage of level 1 when a shortened statement (details available in the appropriate Managers' Handbook) needs to be provided.

Diploma Studies:

- Self awareness and development.
- The value base of informal and community education.
- Engaging with participants.
- Assisting in the learning process.
- Identifying and utilising resources.
- Planning and organising.
- Working collaboratively.

BA (Hons):

- Ability as an informal and community educator to develop and maintain a professional frame of reference.
- Ability as an informal and community educator to demonstrate reflection in and on action.
- Working with and appreciating own and other people's feelings, ideas and experiences.
- Managing oneself as an informal and community educator.

As can be seen in the assessment criteria for each programme, there are a number of different criteria under each of the above headings. It is unlikely that the manager will be able to comment on all areas. They should approach these not as a checklist, but as a spur to reflection on the student's learning.

In relation to each of the headings, it is worth thinking about three questions:

- What has the student learned? How has s/he changed?
- What evidence is there to demonstrate this learning or change?
- What areas for development remain?

Any statement managers' make about students' learning or how they have changed needs to be backed up by evidence. In other words, how has the student demonstrated in practice the claims you are making for him or her? It is also necessary to provide suggestions as to emphases for the future.

Managers *must* complete Appendix 2 and 3 (*Line Managers Handbook*) or Appendix 4 and 5 (*Diploma Studies Assessment Guidelines*) (all available on-line). These give managers the opportunity to detail the number of line management sessions conducted and the number of face-to-face hours worked by the students, and any mitigating circumstances which may have influenced the above points. Also, managers' are able to make a statement about the degree to which students are practicing at a standard appropriate to the level of the programme, and whether there are any specific causes for concern with regard to their practice.

All assessments and appendices must be signed and dated by the writer. In addition, students must sign and date their agreement of the assessment and appendices. If they do not agree, they may write a statement of disagreement, with a copy given to the original writer.

Managers must let students have a final copy of their assessment and appendices at least a week before the due date. It is then students' responsibility to lodge the documents with the College.

Preparing self-assessments

Students have to write self-assessments as part of their participation in YMCA George Williams College programmes. They are submitted in a package alongside the managers' and other assessments. Here we set out some basic building blocks of self-assessment. These pointers are primarily intended to support students in writing their self-assessments, but the principles apply just as easily to line managers:

What does a statement in a self-assessment look like? Hopefully, students will build up a dossier of material about their practice through their work recordings, supervision sessions and other experiences which give them a basis for their exploration. This material is hopefully not just a list of successes, but also where their interactions with others have made them stop and think things like 'I wish I could have handled that better' or 'I never realised you could deal with that situation in that way' or 'I'm doing this differently now from the way I did it three months ago'.

The theme that runs through statements of this type is that they all demonstrate that the worker is thinking about their work, not just what they do but how they do it. They also all demonstrate that the worker is making note of what they have

learned or how they have changed. By stating 'I wish I could have handled that better', the worker is reflecting back on action, recognising that the action that they took was perhaps not appropriate or effective, and that provides the springboard for thinking about what the worker has learned from the mistakes they have made, and what might change next time.

Similarly, the statement 'I never realised you could deal with a situation in this way' perhaps shows that the worker has observed a particular situation handled effectively by someone else, or that they have tried some new approach to the situation. Whichever it is, the implication is that the worker has analysed the way they work, has learned something about their practice for the future, and that a change of behaviour or practice is likely as a result of the experience.

This way of thinking about practice demonstrates an active, critical and reflective approach to work. These workers are not purely demonstrating their abilities by saying 'I can do this' or 'I have done that'. They are attempting to look for changes in thinking, attitudes, or actions over the past few months.

Then of course, students need to provide some practical evidence for these changes, from the situations, incidents and events they have encountered. If they have been reflecting on their work, the actual situation and the learning from it should be connected. Where learning or change has occurred, there will always be some event or activity or interaction that has caused it. This is the evidence - it supports the truth of what they are saying about their learning.

To recap, within statements in their self-assessments, students will need to demonstrate their learning and the nature of that learning. They will need to provide evidence from their experiences to support their statements about learning, and look at what difference that learning is going to make to their future practice. An example of such a statement is as follows:

I have discovered that my need for control is affecting the way I work (the learning). I think I jump in to make decisions about stressful situations too quickly, without allowing the young people to come to their own conclusions (nature of the learning). Instead of giving Simon and Ali time to resolve who was on the pool table next, when their argument began to affect the way I was feeling, I took away the cues, and banned them from the table for the evening (evidence of the learning). It felt better at the time, but after discussing it in supervision, I am aware that my action was helping me, not them, and I will try and recognise my feelings and hold back next time (further development).

There are many different ways of expressing learning in a self-assessment, so students shouldn't be restricted by this format. Writing statements is a skill that needs practice, and below we detail some of the pitfalls that writers of self-assessments commonly make.

Some common mistakes in writing statements within self-assessments

Talking about other people and not yourself.

Talking about the agency and not yourself e.g. we do drama with disadvantaged young people.

Talking about situations without stating which part you play in them e.g. team meetings.

Not looking at where you need to develop, but also not solely talking about what you hope to do rather than what you have done.

Talking about one or two pieces of work throughout the self-assessment - a range across the time period will better evidence your learning and development.

Pleading your case or justifying your actions rather than critically reflecting on yourself.

Telling stories / too much description - it is very difficult to stop.

Thinking evidence is valid when it isn't - agency reports, group evaluation sheets etc.

Planning sessions

Dave Coates has produced a helpful outline of what the agenda for such a line management session might look like (see below).

An agenda for a line-management session

1. THE WORKER'S AGENDA
2. ADMINISTRATIVE MATTERS (from contracts to holidays and timesheets)
3. FINANCIAL MATTERS (from petty-cash to long term pending plans and budget updates)
4. INFORMATION (communicating internal and external matters related to the work/worker)
5. REVIEW OF MONTHS WORK
 - face-to-face work
 - case work
 - young people's development
 - update of other work

Review ratio of time spent on youth work, administration, and development.
6. PLANNING NEXT MONTHS WORK - setting priorities (related to quarterly development plans)
7. TRAINING AND DEVELOPMENT NEEDS - (update on scheme and other courses etc.)
8. (every quarter) Quarterly review of objectives; evaluate them; plan for next quarter; set realistic, achievable, measurable objectives.

Taken from Mark Smith (ed.) (1994) *Setting Up and Running Projects*, London: YMCA George Williams College.

Notes

Finance and budgets

The Rank Charities, not unexpectedly, require that the money they are investing in agencies is handled both with probity, and according to the appropriate accounting conventions. Directors also look for transparency, i.e. that all the main stakeholders – the trainee/worker, the agency and the Charities - are kept informed of developments and issues and receive full financial information. Workers, for example, should receive a copy of their budget each year and the financial report submitted to the Rank Charities.

Here we want to cover some of the main questions asked around finance and budgets.

Budgets

Obviously agencies are not starting with a clean sheet. As well as the existing budget of the agency, managers and workers also have available the pro-forma budget that was sent to Rank in the first place. While agencies may not have got all they wanted, in all cases the Charities are giving core funding. The Directors do not see the budget headings set in tablets of stone. It is possible to move money from one heading to another. However, agencies generally project well. If a situation arises where change is necessary agencies must discuss with their relevant Director.

The Charities do expect agencies to pay workers and trainees a fair wage – at least the minimum recognized rate.

Carrying over monies

It is possible to carry over unspent monies (within certain limits) from one financial year to the next with the agreement of the appropriate Rank Director. Agreement should be sought prior to the end of the financial year and a clear account given of why an under-spend has occurred.

The financial year

The project year varies between many of the initiatives.

The Charities are aware of the difficulties that might arise because of the differences between the financial years that agencies work to and the project

year. It is, thus, important to agree with the Directors what conventions the agency will be following with regard to financial reporting (see below).

Interest

The Charities take the relatively unusual step of releasing the full year's investment in the agency at the start of the annual funding period. As a result, it is expected that agencies will invest a significant proportion of the money that the Charities invest in them. It is vital, therefore, that financial reporting to the Charities acknowledges that investment and the interest paid.

Financial summaries

In the first year agencies are not starting from scratch. They have their overall accounts and the pro-forma related to the budget the Charities are investing in. The pro-forma reflects exactly the format the Directors would like the financial summary in.

Given issues around different financial years – and often the need to report in advance of the end of the annual project period to gain funding for the next year, the Charities don't mind if agencies use projected figures for last two months. Where funding is coming to an end, however, final rather than projected figures are required.

When reporting please set out:

- Comparisons between actual results and budgets and explain the reasons for the differences.
- What matched funding has been attracted and why.
- How any additional funding enhances the project, enables the work to expand or provide for the future? Do not undersell it!

It is also important to include in your commentary an estimate of the financial worth of 'payments in kind' – especially the monetary worth of the contribution made by volunteers to the project.

Agencies should remember that the funds available are finite, calls upon them are not. It is also important to bear in mind that when producing financial information it will be read by people within the Charities who have considerable expertise in the area!

The deadline for receipt of the annual report (see below) and the financial summary is individual to the project and it is the responsibility of agencies to submit reports at the relevant annual interval.

Should an annual report and financial summary not be received by one month after the end of the annual funding period it will be assumed that the agency no longer want funding and the investment will cease. No reminders will be sent.

The Foundation requires thirty copies of reports.

Conclusion

The Rank Charities view their role as investors rather than grant-givers or contract-placers. As such once they make an investment they work hard with the agency to make it work. It is rare that a problem or issue cannot be resolved. By and large, danger bells start to ring when they are not being kept informed about the project itself by regular written progress reports and indeed about the budget.

Notes

Record-keeping, monitoring and evaluation

Record-keeping

Both the College and the Rank Charities place a strong emphasis on the keeping of good quality records with regard to the work of projects. This is because they believe they aid reflection on the work, provide a significant amount of raw material for evaluation and reporting, and can enhance the work undertaken with individuals and groups. As such we recommend that managers should place a special emphasis upon helping workers and trainees to:

- Keep a professional journal that notes work undertaken and any particular incidents or issues in practice, and looks to questions of professional development. [More about journal-keeping can be found on: http://www.infed.org/research/keeping_a_journal.htm].
- Keep records of sessions that can be used both to brief other staff members and to chart the work and any results (e.g. for reports and visits).

This is an area that requires vigilance. On a series of visits one trustee noted that of the four organisations visited not one of them had kept adequate records of the work. When talking about record keeping and looking for results, neither the Charities nor the College are concerned with what might be described as the tick box mentality. And thereby lays the difficulty. How do agencies work out a system of reporting back on the people, the tasks and results?

Numbers

While the Rank Charities want to move beyond the tick boxes that are common in many areas of the work, some numbers are important. They provide essential background information when monitoring and evaluating the work. For the purposes of progress and annual reports we suggest that you keep figures on the numbers of young people

- the worker on the Rank-funded element of the project is in regular contact with;

- that attend groups and activities organized by the Rank-funded project; and
- with whom the worker works intensely.

Obviously different types of projects will have different mixes and levels of participation. It may well be that the project was set up to undertake intense work with a small number of young people, or to work with relatively large numbers in open settings.

Monitoring

The Directors of the Rank Charities use a number of means to monitor the investment being made. These include:

- Regular written progress reports.
- Annual reports.
- The annual financial summary.
- Regular visits to the agency
- Ongoing contact with workers, trainees and managers.
- Involvement in the wider Rank network (via conferences and the like).
- Whether workers/trainees and managers keep to deadlines.

The Directors want to be kept informed of any key issues or problems around the work of the project or with regard to the practice and development of the worker/trainee. This is so that any necessary action can be taken before problems spiral.

Visits

Both the trustees and the directors of the Charities make regular visits to projects. There is a strong belief that paper-based reporting can only take monitoring and evaluation so far. Trustees and directors like to see the work at first hand and to be able to talk with young people, workers and managers about how they see things. For this reason it is extremely important that workers and agencies prepare for visits (and discuss with the relevant director what they might think might be an appropriate programme). Usually it will be necessary to plan a programme to ensure that directors and trustees have an opportunity to:

- Get a feel of the work – perhaps including them in session or taking them to different work settings.
- Meet some of the young people that are participating in the project.
- Talk with the worker and the manager.

Workers and managers must also ensure that visitors have an appropriate briefing/update before the visit. One of the key mechanisms here is the progress report (see below).

Evaluation

Evaluation is seen as being part and parcel of the work. Youth workers and informal educators are always being called upon to make judgements, to make theory, and to discern whether what is happening is for the good.

Basically, evaluation is either about *proving* something is working or needed, or *improving* practice or a project. The first often arises out of accountability to funders, managers and, crucially, the people that are being worked with. The second is born of a wish to do what we do better. We look to evaluation as an aid to strengthen our practice, organization and programmes (see *Evaluation – learning what matters* - www.rankyouthwork.org/conference/evaluation_learning_what_matters.pdf).

Projects clearly need to do both and to find a balance between them. An over-focus on accountability will do little to improve the work. Similarly, neglecting accountability and the provision is both a mistake ethically, and sidelines an opportunity for learning and feedback.

When thinking about this it is useful to distinguish between project and practice evaluation. The first is largely a management tool and mostly concerned with making judgements about the effectiveness, efficiency and sustainability of pieces of work. Practice evaluation, on the other hand, looks to improving the work undertaken with particular individuals and groups, and to the development of workers and trainees. The Charities are interested in both. They need to make judgements about what is working and what is transferable. They are also concerned with the quality of practice and the growth of young people and workers/trainees. As a result, the Charities look to conversation and observation as well as the more formal means. There is also an emphasis upon looking at how situations may be taken forward.

It may be useful to focus evaluation around on a number of headings –

- Aims.
- Objectives and indicators (including timings).
- The action.
- The results
- Further projections.

The 'Rank approach' involves a cyclical method of evaluation. All the time we are testing, reflecting and acting within an environment bubble of change and development.

Notes

Progress reports

Projects need to provide the Charities with regular progress reports (there are different reporting arrangements for Gappers – see *The Gappers' Handbook*). These reports have a number of important functions. They:

- Help writers to think about their experiences. In order to tell others people about what projects have been up to it is necessary to get thoughts in order. Writing reports like this help with this process.
- Keep the Foundation and Trust informed of what is going on. As Rank Charities' staff make regular visits (sometimes accompanied by trustees) to projects the reports help to give a shape to those sessions.
- Record work and progress. This is of special importance when writing annual reports, funding applications and so on.

YAP, Youth or Adult?, Skills Apprentices and *Investing in Success* projects must, as a matter of course, forward the regular reports prepared for a management committees and support groups to the relevant Director or Assistant Director. This is a requirement as the funding agreement allows a representative of the Charities membership of such a group. However, as a method of keeping the Directors updated it has weaknesses. It can be mechanical and focus just on the day-to-day business in hand. Nevertheless, some of the reports received by this method are excellent and have the real benefit of keeping Directors up to date with what's going on.

Alongside such 'management reporting', workers must submit a more substantial and reflective progress report twice a year, around Christmas and Easter. Written for the Youth Directors, they should give a fuller picture of practice and be reflective. Many workers use the key headings from the annual report briefing (see below) to structure these. Please remember to provide information about the numbers and nature of the young people worked with. One of the difficulties with such reports is that they are often seen as a burden and a nuisance by both the workers and managers. However, they are important both in promoting reflection and keeping keep investors happy and informed!

The Charities also welcome alternative forms of reporting where they are available as part of the normal run of work e.g. short videos/DVDs.

It is the worker rather than the line manager that is responsible for writing the report and for agreeing the format and schedule (in consultation with the manager) with the appropriate Director.

Notes

Annual reports

Each year every project has to provide an annual account of its activities for the Rank Charities - along with a financial statement. It is the worker/trainee who writes the main bulk of the report; the manager should provide an afterword (see below).

For the first year of YAP projects the College provides editorial. Mark K. Smith, the Rank Research Fellow and Tutor will assist projects with the preparation of their reports.

Particular arrangements apply to the Gap scheme full details of which are given in *The Volunteers Handbook*.

Contents

Reports should include the following elements:

A summary of the main highlights/achievements – this is really just a short series of bullet points.

A brief description of the project : what it aims to do; where it is located etc. You should also include something concerning the original (or later amended) objectives of the project that your agency submitted to the Foundation.

A brief summary of the activities of the project over the previous year highlighting specific areas of work. Remember that the various Initiatives are concerned with work with young people and with the development of the project workers/trainees so include material about both. Remember to provide information on the numbers of young people you are in contact with etc. (see the section on recording, monitoring and evaluation).

A review of the worker's development. How have you, the worker, developed? What have been your main areas of learning and change? What have been your main sources of support?

An evaluation of these achievements - how do they compare with the original objectives; what has been achieved in addition to these? Are there any key indicators of success? How has the project evolved/developed? What problems have been encountered? In addition projects should highlight whether they have been able to gain matched or additional monies as a result of the Rank funding.

A conclusion and discussion of the future work programme. The conclusion should include any particular objectives or targets the agency has with regard to the project and any changes (link this back to the evaluation etc.). The conclusion should also highlight any points of learning relevant to other agencies.

A brief commentary by the line manager. This should focus on the development of the project and the worker.

It should be remembered that the worker writes this report on behalf of the agency. It is not a personal report - but it may include some personal reflections by the worker and manager.

With regard to content, think carefully about how particular incidents and personalities who may be identifiable are discussed. This is a public document and may be read by some of those involved in the project.

Presentation

Agencies are recommended to look at how they might use their annual report for purposes other than simply reporting to the Rank Charities. Many agencies have used the report both for informing other interested parties and as part of their making application to grant-making trusts etc. As a result they have chosen to report in a variety of formats, often using photographs and illustrations.

For *YAP* Projects in their first year, it is important to talk through content and presentation issues with Mark Smith at the College.

Many projects find it helpful for fund-raising and other purposes to combine both the financial statement and the annual report.

The audience and level

The reports are initially for the Directors of the Rank Charities. A good working rule here might be to imagine readers as interested colleagues, who perhaps don't have access to the same specialist language as those in the agency.

In producing the report it is important that it is written so it can be read by others in the Rank network. Annual reports can be seen by a wide selection of people including managers, sponsors, young people and the other workers. They are public documents – and the Charities actively encourage agencies to share their reports with others.

The initial target may be Trustees but with a group of ten Trustees they may have ten other people they can pass it on to. The report itself should be transferable to others, not just for the use of the Rank Charities. Use the report to communicate the work and develop it for the future to attract other funders and sponsors. It should be something that can be handed out on many other occasions over the following year.

Length and deadline

The report should not exceed 1000 words. Aim for about 800 words.

Reports for *YAP*, *Skills Apprentice* and *Investing in Success* Initiatives can be due different points throughout a financial. For projects in the old *Youth or Adult?* Initiative, reports should be submitted by the end of August. It is the responsibility of the agency to submit the report at twelve-monthly intervals in line with the start of the funding.

Should an annual report and financial summary not be received by one month after the end of the annual funding period (e.g. the end of September for the old *Youth or Adult?* projects) it will be assumed that the agency no longer want funding and the investment will cease. No reminders will be sent.

Quantity

For *YAP* (although not for the first year), *Youth or Adult?*, *Skills Apprentice*, *Investing in Success*, and *Key worker* programmes it is useful for the Charities to receive about 30 copies of the annual report. They can then circulate it automatically to their Trustees and use it on occasions with other projects, new projects, Gappers, etc.

A note for first year *YAP* Projects

The initial drafts of the first year report should be sent directly to Mark Smith for feedback and comment two months before the report is due into the relevant youth director.

The final version of the report should be sent to the relevant Youth Director (Charlie Harris, Chris Dunning or Steve Cheal), along with a financial statement.

Financial statements should go direct to the Rank Foundation – not to the College.

The best way submitting first drafts is dump their piece into an e-mail box. Use m.smith@ymca.ac.uk

Visit the Rank web pages (www.rankyouthwork.org) for further ideas.

Notes

Working within the Rank network

Within the various Rank Charities' youth work initiatives there is a strong emphasis upon working with other agencies in the network to develop the work and to promote it. With over 100 agencies involved at any one time there is a wealth of experience and a rich history of innovative practice within the network. There are six main areas of activity.

Conferences and events

Agencies will be involved in a number of annual business conferences over the life of the project. These are usually held in September and are organized from the Penrith office.

For those hosting Gap trainees/volunteers there is a London-based annual award ceremony and social event in April each year. This is a particularly important event as most of the previous year's gappers attend, as do most trustees.

In addition the Charities and *yarn* host occasional 'celebrations' and events that bring together young people, workers and managers from projects, along with Rank Charities trustees, representatives of other funders and some involved with the policy sphere.

yarn

Alongside events for network members, *yarn* – the Rank network – is a place for exploration. Many network members join the on-line discussions and the other activities available on the *yarn* site.

Writing for the wider field

As well as maintaining a growing web presence, the Charities in partnership with the College have developed a series of publications that look to enhance the work of network agencies and practice in the wider field. Young people, workers and managers are also invited to contribute to publications. Recent examples include *Journeying Together* (book, DVD and booklet) *Turning Points* [DVD], *Inside Youth Work* and *Coming of Age* (about the Gap experience. We are currently working on

a new 'publication' around the process of 'bringing back home' learning from the experience of outdoor and adventure activities.

Evaluation

The Charities are involved in a continuing evaluation of the different programmes they run. At different times there is a more sustained focus on a particular programme.

Training

There are various development and training opportunities within the network. These are often related to the particular initiative that a project is involved in. Examples here include Gap and *YAP* residentials.

Collaborative working

A number of agencies within the network have collaborated on different activities including joint training programmes (sometimes in collaboration with the College) and residentials. The Charities are keen that workers and trainees see the work of other agencies in the network. For those within the *YAP* Initiative this can initially be part of the study visit programme for Diploma Studies.

For more information see Appendix XI.

Notes

Publicity

The Foundation seeks to support work that is based in the local identification of need, and that acts like a 'pebble in the pond'. As such it has not sought a strong public profile. However, its activities are well known in the trust sector and beyond, and investment from the Foundation does act like a kite mark in terms of the quality of the work in the agency. As a result, the Foundation does want appropriate acknowledgement of its role in investing in the work. This should be made in things like annual and other reports. Such acknowledgement should be modest i.e. the name of the Foundation should not be made a significant focus in any publicity.

If any agency wants to use the Foundation's logo they should contact the appropriate Youth Director at the Foundation.

Publicity

Notes

Components of the Rank Community Gap Award Scheme

Aim

To nurture local talented young leaders, who lack opportunity, through significant full-time voluntary on-the-job training & experience in informal educational settings using agencies within Rank's network.

The scheme

- Intakes in January/May/September; Max numbers 40; six months minimum – nine months maximum.
- Selection procedure; registration form; references; letter of application; C V; and interview.
- Two three-day training residentials.
- Board & lodging; training; travel and personal allowance paid for. Two training residentials provided.
- Monthly reports submitted by Gapper. Final assessments undertaken by the Gapper; Agency manager; Rank and the College.
- A record of achievement portfolio is provided.
- Qualifying Gappers awarded between £750 to £1200.
- Opportunities to undertake personal development courses at Outward Bound; Sail Training Association and The Jubilee Sailing Trust. (Bursary of approximately £750-£1000 plus £40/£75 personal contribution).

Scheme ethos

- Access to all eligible young people with latent leadership potential and flexibility to meet their particular needs, e.g. childcare; interpreters; special equipment.

- Training is integral and is coupled to full time youth work and leadership experience.
- Retains the integrity of involvement in youth and community work and looks to the individual's action on "what happens next?"
- Recognises this as a period of transition to greater self-reliance and community responsibility.
- Mutual understanding of shared values between Gapper; manager; agency; Rank and College.

Gapper's criteria

- Aged 17 to 24 years and is known to the host agency over a significant period of time.
- Is experiencing a particular gap in their lives circumstantially or through lack of opportunity.
- Has demonstrated an ability to make things happen and is judged to possess latent or under-utilised leadership potential, and possibly in a phase of **transition** in their lives.
- Wishes to be committed to a period of full-time work in their community.
- Expresses a desire to undertake further training and personal development and a wish to 'give back'..
- Demonstrates an ability or potential to communicate and work effectively with others.

Agency criteria

- They are part of The Rank Foundation Network and have a proven record of youth work and volunteering.
- They can provide quality support, management and supervision appropriate to the Gappers needs.
- They can produce the Gapper's reference, budget, job description induction and training programme.
- There is sufficient access to youth work experience and training is seen as integral to the job
- Appropriate accommodation is identified as required.

The Rank Foundation's commitment

- Administering the whole scheme, producing a quarterly newsletter, and overall quality control.
- Interviewing potential Gappers, visiting them on site, receiving reports and monitoring results.
- Operating the training residentials and assessing the performance of the Gapper overall.
- Facilitating annual business conferences to evaluate the Scheme and share ideas.
- Fund the investment in the individual Gapper. (£6500 average cost per Gapper for six months)
- Organise the annual “graduation” event in London to celebrate a cohorts achievements.
- Liase with the YMCA George Williams College over training issues.

Key evaluation criteria

- What the Gappers go on to do next. On-going contact is encouraged so as to monitor this and provide support – either by the host agency or the Foundation.
- The individual's record of training achievements and experience gained linked to their portfolio.
- A Gappers personal testimony of their time on the Gap Scheme and that of the host agency.
- A judgement on the Gappers maturing attitude towards leading, their personal effectiveness and aspirations for the future.
- Completion of six (9) monthly reports, attending two residentials and a good work record.

Notes

The Rank Foundation's Gap Year Scheme

The Rank Foundation runs and funds a Gap scheme involving thirty young people at any one time, based in local organisations. They only place people with organisations and projects with which they have an investment. For obvious reasons, this helps with monitoring and visiting.

There are two distinct wings to the programme – the Community Gap Scheme and the School Gap Scheme. Both are fully funded by The Rank Foundation, and both of which are aimed at young people aged between 18 and 24 years. If accepted participants will undertake a minimum of six months work with an option of an extra three months extension period, making a total of nine months in all. In exceptional circumstances the Foundation may consider a further extension, taking the programme up to a year.

Community Gap Scheme

On the Community Gap Scheme young people are recruited from youth organisations and charities in which the Foundation is currently supporting an initiative, or have done so previously. (With the latter, it is essential that the Foundation has had long term involvement with the workers and managers who are to be involved).

This part of the scheme is aimed at encouraging young people who may be experiencing a 'gap' between school and further education, or be unemployed or have another type of 'gap' in their lives.

There are three intakes per annum, the first in January, the second in May and the third in September. Applicants are seen on a first come first served basis. When the intake is full any left over are added to the next. So, it is imperative that as soon as agencies have a suitable applicant they let the Hebden Bridge office have the application. Please note that due to the very high demand for this scheme, applications will only be considered and placed on our list for consideration when all the required papers are received at this office.

Each application should come through the host agency and should include:-

- The completed registration form.
- A full letter of application and curriculum vitae.
- A reference from the youth worker/manager.

- Details of the proposed induction and training programme, and job description.

Upon receipt of the full application the office will arrange an interview involving a representative of The Rank Foundation, a representative of the agency, and the potential Gapper.

It is also crucial that the agency's forwarding of an application for a Community Gapper acts as a firm filter for real potential:

- The reference is an important part of the selection process.
- It is not important at which stage of their lives potential Gappers are at but it is imperative that all applicants should have the potential for taking leadership, responsibility and initiative.
- Candidates should have had long-term involvement in the project or initiative that the Foundation supports. They should also be someone who would be able and willing to make the best use of the experience on offer.
- Candidates should have the potential for training and be looking at their future beyond Gap.

A key measurement of the success of the Community Gap Scheme is what happens to the Gapper afterwards. So, training and forward planning should be integral to the application and submission.

School Gap Scheme

The School Gap Scheme originated some years ago from a conference of youth workers and head teachers. It arose out of recognition that the number of UK community-based gap opportunities for young people from the school sector was limited.

The Rank Charities have contact with a number of independent schools through another bursary scheme and it is largely through this that schools and students become aware of the Scheme. Applications are made in much the same way as the Community Gap Scheme to the Foundation. The Youth Directors then approach possible placement agencies within the network. Agencies then interview the applicants and those that are successful generally start in September each year. As with Community Gappers, the same funding criteria apply.

Training

There are two parallel programmes of training offered:-

- All Gappers automatically undertake the Rank Award which culminates in the award of a Rank Foundation certificate at the annual presentation (marking their participation in the scheme).

- The optional Diploma Studies/Access Level 3 training and accreditation with the YMCA George Williams College (leading to a qualification in youth support work and/or community learning for Scotland). There is also the possibility of undertaking Introductory Studies (Level 2 OCN) for those not wanting to do Diploma Studies. [Contact Jon Tuchband at the College for more about this].

In Diploma Studies it is possible for all on the Gap Scheme to attain up to 63 level three OCN (Open College Network) credit points (the equivalent of one and a half 'A' levels), professional certification for a part-time youth work qualification and community education in Scotland – and an Access to Higher Education Diploma. Details are available from the YMCA George Williams College and their website – www.ymca.ac.uk.

There are three different routes through Diploma Studies programmes with programmes leading to one of the following Diplomas in:

- Informal Education (youth work and community learning and development) (which includes level 3 qualification in youth support work and community learning and development).
- Helping, Mentoring and Community Learning (which includes level 3 qualification in youth support work and community learning and development). This Diploma has been designed particularly around the experiences and needs of young adult carers – but may well be of interest to others.
- Community Learning and Development (which leads to a level 3 qualification in community learning and development and in community work). This diploma has been designed around the needs of those involved in community development work.

Gappers can exit the programme at an earlier point with a Diploma in Youth Work. It is also possible to take an add-on to the programme which leads to a full Access to Higher Education Diploma.

All those Gappers wanting to take Diploma Studies are interviewed.

Reports

Gappers on both wings of the Scheme should submit written reports. These should be received by the Hebden Bridge office on a monthly basis.

Monitoring and residentials

During their time on the Scheme there will be one or two monitoring visits from the Foundation's Youth Directors. There are also three residential weekends held each year for all Gappers, usually in the Spring, Summer and Autumn, and the annual presentation of certificates by the Chairman of our Education and Youth Committee in April. Each Gapper is expected to attend two residentials.

Assessment and certification

At the end of six months work, should all the requirements be fulfilled, all Gappers qualify for The Rank Foundation Certificate of Achievement and at the end of their time as a Gapper they are given a financial award of between £600 and £1,200.

For the assessment of the level of award the Foundation requires:

- The Foundation's one side assessment form to be completed and agreed upon by both the Manager and the Gapper (a copy is in both the manager's briefing and the *Gappers' Handbook*).
- A brief summary/assessment by the Manager, indicating results, achievements and progress.
- A brief summary/assessment by the Gapper, covering their time on the Gap Scheme and including results, achievements and what they are doing next.

The level of award will also be estimated from:-

- Visits,
- Residentials, and
- Submission of reports.

There is no appeal and any canvassing will disqualify.

What is the Diploma Studies certificate worth?

Students who complete pathway 1 of the course will gain a Level 3 – Diploma in Youth Work, endorsed by the Awarding Body Consortium (ABC). This can be used as a stand alone professional qualification or can allow you to gain access to higher education through its Open College Network (OCN) endorsement. The standard course is rated at 48 OCN credits with additional credits available if the optional extra study units are completed for the Access qualification (60 credits) and Scottish qualification (54 credits). The Diploma Studies Programme is recognised by the National Youth Agency (NYA) and the Scottish Standards Council for Community Learning and Development.

Budget

Agencies should be aware that the Foundation fully invest in the host agency to cover costs of hosting a Gapper, but not the general running costs of the project. With the provision of a Gapper agencies are getting an extra free pair of hands. The Foundation essentially pay for the core costs – on and off the job – of the Gapper concerned. The main headings in this will be

- the weekly allowance which is currently £45 (or £50 in London and the south east),

- subsistence – on and off the job (within reason), rent/housing/rates and
- travel – again on and off the job (within reason), and training.

The Foundation also meets the costs of the Rank Award and fees for the optional Diploma Studies directly with the YMCA George Williams College. Please note, though, that this is a university style access course and careful consideration needs to be given by the manager, the worker and the Gapper as to whether it is the right track to be taking. It is not to be entered into lightly.

Numbers

In most circumstances, no more than one candidate will be considered from each organisation at any one time although involvement in both wings of the scheme will not be prejudiced.

All Gappers may develop their work in their own host agency. The Foundation is also always willing to place them elsewhere if the agency feels they would gain by this experience. Independent living is usually encouraged.

The manager's checklist

Preparation

<p><i>Is there enough going on in the agency that the Gapper can join in with – and make a contribution to? Have you identified a specific role that they can fulfil?</i></p>	
<p><i>Am I looking for the right person? Have I found someone who:</i></p> <ul style="list-style-type: none"> • Has integrity, respects others and will commit to the programme; • Has shown initiative and an ability to make things happen; and • Can relate well to, and work with, others. [See the guidance on the Scheme in the Agency Handbook and <i>Coming of Age</i>, pages 18 to 22] 	
<p><i>Have I planned a sound induction to the role of Gappers in the agency (as supplied to Rank in application?) This includes and introduction to:</i></p> <ul style="list-style-type: none"> • The work of the agency and the area and to living arrangements (for those joining from elsewhere). • The individuals and groups the agency works with. • The training and development opportunities available. • The role of the manager/mentor. • The role and work of a 'Gapper'. This includes preparing a job description /specification. • The Rank Award. • Administrative arrangements, and allowance and expense payments. [See the first part of the Rank Award Handbook] 	

Management

<p><i>Have I established the right environment and framework for management?</i></p> <ul style="list-style-type: none"> • Have I set up regular line-management meetings with a clear agenda with regular agenda items? • Is there still a clear and defined role for the Gapper? • Are there routines to keep the Gapper on track on a day-to-day basis? • Have I clearly changed my role from that of a youth worker/ animator to that of a manager if the Gapper has been involved as a member? 	
<p><i>Am I going to be able to get the right information?</i></p> <ul style="list-style-type: none"> • Do we have the information to regularly review the work the Gapper is doing? 	

<ul style="list-style-type: none"> • Are we keeping tabs on, and developing, their experience of training? 	
<p><i>Can the work develop with the Gapper?</i></p> <ul style="list-style-type: none"> • Is the work they are involved with challenging enough? • Is there space for the Gapper to take on leadership roles? • Are we taking advantage of other opportunities within the Rank network e.g. TSYT, JST and Outward Bound leadership weeks. • Are we focusing on what happens next for <i>both</i> the agency and Gapper? • Have all the elements of the induction plan been completed (see above)? 	

Induction, training and the future

<p><i>Has the Gapper been properly inducted into the agency and the Gap Scheme?</i></p> <ul style="list-style-type: none"> • Have you gone through the Award Handbook section by section with the Gapper and timetabled actions? • Have you made an assessment of the Gapper's suitability to do Diploma Studies? • Has any other training they are to take part in been identified and planned? • Have you checked that you are meeting all the requirements of the Scheme (as set out in the initial letter – see the <i>Agency Handbook</i>, appendix 2. 	
<p><i>If the Gapper is undertaking Diploma Studies:</i></p> <ul style="list-style-type: none"> • Were they registered within four weeks of starting their placement? • Are you monitoring and supporting their studies? Have you a copy of their course calendar (with due dates etc.)? • Is your Gapper linking up with others on the programme? 	
<p><i>Are you working with your Gapper around where they are headed next? (This is a vital measure of the success of the Initiative.)</i></p>	

Dealing with the rank part

<p><i>Have I signed and returned the agreement, and established support and action around:</i></p> <ul style="list-style-type: none"> • Weekly/monthly payments to the Gapper, and the keeping of receipts? • Monthly reporting by the Gapper? Do you see their reports? • The completion of a Record of Achievement in the last months of their placement. • Attending residential? Does work need doing for them to get away; get to 	
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<p>the residential; and work with other Gappers? Is there time to recharge after residential?</p> <ul style="list-style-type: none"> • The submission of a financial statement concerning monies spent relating to the Gap placement. • If you and the Gapper are looking to extend the placement to nine months – have you completed the 6 month review? 	
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Ending

<p><i>Are you working with your Gapper to manage the ending of that role with the young people they are involved with?</i></p>	
<p><i>In order to qualify for the Rank Award – and for the financial Award, managers need to complete a final assessment summary. Have you timetabled this?</i></p>	

Notes

Community Action Placements

The Community Action Placement originally sprang out of the Rank Foundation Leadership Award and is now integral to it. The Leadership Award involves supporting around forty students in some twenty schools in the independent school sector. The students are in their first and second years in the sixth form. As with other Rank initiatives, they have to show ability in leadership, such as taking responsibility and make a real difference within their schools. Most of these young people have had some upheaval in their background - often involving a change in family fortunes. This bursary programme is overseen by Peter Attenborough.

The Programme involves the young people undertaking at least four weeks voluntary community service over two years. In this it is rather like the old Millennium Volunteers Scheme and, indeed, a much more concentrated version of what may come ahead in such things as their gap year. Our concern is that these community action placements should be a genuine 'work and community' experience.

The structure

During their first year in the sixth form, under the aegis of the Rank bursary we expect students to undertake two full-time weeks of voluntary work in one of the organisations we are supporting. In the second year of the sixth form they are able to choose from a number of options:

- Continuing and building on the previous community placement.
- Spending another two weeks with another local community group.
- Working with another related agency which deals with young volunteers, the elderly and those with special needs.

Other possibilities include using students to encourage the school to develop links and to commit to a gap year initiative.

All this could offer the students a wider experience of the community. It could also assist the young person to choose their own creative way of helping the community, and much more, such as their vision for the future. It is hoped that the student will persuade the Head to use this work experience to influence their peer group.

Pre-placement visit

If agencies want to take part we try to match them with a student, although this is by no means the final selection. Final decisions should be made between the agency and the student. Selection should be mutual and undertaken through a pre-placement visit both to the project and to the place where they are going to live. This meeting should be supervised by the project manager and perhaps it may be appropriate for the agency to suggest to the student that (s)he may wish to bring along a parent.

Job outline

Obviously, in addition to seeing what the organisation and the young person are about - the visit should be a chance to give out information which should then end with negotiations around a proposed job outline. After the visit, and once everything has been mutually agreed, that job outline should be firmed up and sent to both the Rank Foundation office in Hebden Bridge and the young person involved, along with any other necessary information.

Part of the negotiations will obviously be as to when the two week placement is going to happen. There will be certain peak times of the year; most notably early or late in the school summer holidays (bearing in mind that independent schools have longer summer holidays). There may well be a two week period towards the end of the summer term when AS level exams are over. This could particularly apply to students who have very heavy holiday commitments. These details should be agreed as soon as possible. The young people will know their nominated organisations so negotiations can begin very early in the school year.

Organisation and parameters

Essentially, we provide a grant to run this initiative – more about that later under 'Budget'. As such, the worker concerned would fit in with agency policies on issues such as volunteering, health and safety, the Children's Act and child protection, as well as crucial things such as insurance.

We also write to all parents to put them in the picture and give them encouragement, etc. In addition, we keep the school informed.

Unlike the Gap Scheme, this is a short and sharp work experience. It is debatable – and it is up to agencies - as to the width of that experience. But one thing is for certain, this is essentially about them experiencing action, the reality of the organisation concerned and widening their viewpoint. It is not about spending the whole of their time on office administration.

Accommodation

This is a crucial issue and our preference is for the student to be based with a family in safe, comfortable and happy accommodation. Bearing in mind that most students will only be 16 years of age the Foundation knows agencies will view this issue with the utmost seriousness.

Budget and funding

The parameters are essentially the same as the Gap Scheme. We support housing costs, food and subsistence on and off the job, travel, any training involved, pocket money of £40 per week (in London and the south east - £45) as well as £100 per week for management and supervision, i.e., £200 per placement.

We ask agencies to start budgeting for the student as soon as possible and firm up that budget after the pre-placement visit. If agencies want to discuss any drafts of that budget please do not hesitate to contact Charlie Harris or Beryl Martin at the Hebden Bridge Office (see inside front cover). Upon receipt of the proposed budget, and providing this is satisfactory, a cheque will be released just prior to the placement taking place.

Certification, evaluation and assessment

So long as the student successfully undertakes two weeks full-time voluntary work with the organisation we issue a Certificate of Achievement. We hope this certificate will prove valuable to the student as an addition to the school record of achievement or portfolio. On completion of the student's time with the agency we require a joint evaluation form to be completed by the agency and the student. In addition, it would also be useful to have a short and separate comment from both the manager and the student. These reports will then go directly to members of our Education and Youth Committee and, as such, become public documents.

Line management, supervision, planning and action

As always, line management and support is crucial and that should be clearly identified in the Job Outline. We expect the planning and action to be 'premier league' and although much shorter than the Gap Scheme the same rules apply with regard to induction, any initial training in safety, first aid, and work in groups. It should be borne in mind that this is a work experience, giving the best sort of experience possible.

Monitoring

Because of the short time span it would be impossible for the Rank Directors to visit all students. However, they will visit a sample. Essentially, the Foundation relies upon agencies, but do get back to the Youth Directors if anything needs changing, tweaking or developing.

Notes

Outward Bound – offer of bursaries

The Foundation is primarily offering bursaries for the **Three Week Classic Course**.

This year the scheme's format is:-

1. The Rank Foundation will pay 75% of the course fees;
2. The Outward Bound's corporate sponsorship will meet another 25%;
3. The young person along with their supporting agency will pay £65 (payable as a deposit at the time of booking which should be made payable to the Outward Bound).

There are 12 bursaries on offer and these will be reserved on a first come, first served basis until they are all allocated, then the offer will close. Accident insurance cover is provided by Outward Bound (details available direct from them)

The young people will also require *transport costs* to and from the Outward Bound Centre and this may well be something that your organisation could cover. Outward Bound's "*Escorted Travel*" facilities showing pickup locations, times and costs involved, are also available if your young person wishes to use these.

Pocket money is also useful and amounts involved depend upon common sense. All meals are provided but there will be opportunities to purchase confectionery, sweatshirts etc. A list of recommended clothing will be provided nearer the time of course take up by the Outward Bound. All other specialised clothing and equipment will be provided. Students will be asked by Outward Bound to provide a *£10 returnable deposit* in case of breakage or loss.

There is no doubt that for the right young person this experience is very powerful and positive. The teamwork, comradeship, growth of confidence and development may very easily provide you with a young volunteer on your project. However, *it is essential that the criteria of your selection and follow-up are suitably handled, otherwise the experience may be wasted and the result could be a disillusioned youngster.*

The criteria should include:

- a proper selection procedure (this has worked best for people who are known well by the host agency and are properly assessed)
- giving the potential participants correct information on the Course and on the nature of Outward Bound
- fundraising (if required for deposit) and preparation
- travel arrangements

- follow through - “what’s next?”, debriefing, evaluation and use of application of the experience
- The Rank Foundation requires a *short report* from the young person on their experiences, as soon as possible after the course, *preferably within 4 weeks*, (Sent to the Penrith Office). Please note that if we do not receive their report we reserve the right to withdraw future opportunities for Outward Bound bursaries being available to the Project.
- In addition the participant will receive an Outward Bound Tutors Individual Course Overview and Profile (Belbin Report).

All of the above points are important and will add to the ultimate success for the individual in your organisation.

If you would like to take up this please telephone Helen Stockdale at the Penrith office (see inside front cover) to confirm availability and explain the procedure, a booking form/participants questionnaire will then be forwarded. You will receive a full Booking Form/Joining Pack from Outward Bound closer to the starting date after which any further correspondence should then be forwarded direct to Outward Bound.

Outward Bound

Notes

Jubilee Sailing Trust and Tall Ships Youth Trust Voyages

The Rank Foundation fund two berths with:

- *The Jubilee Sailing Trust* [one able bodied person (acting as a Buddy) and one disabled person]. The applicants should be well known to the agency and the worker/manager. They must be aged 16 plus. There is no upper age limit. All applicants must read the information provided by the JST and pay particular attending to the Voyage Application notes and Booking Conditions on page 6 and 7 of the brochure. If you require further information about the disabilities that Jubilee cater for on their ships, please call Gill Zammett (see below). See the brochure on: www.jst.org.uk
- *The Tall Ships Youth Trust* – voyages in the 16 - 25 age group and 18+ categories if applicable. Participants must read the Conditions of Booking on page 26 of the brochure. Particular attention must be paid to the item regarding Insurance on page 24 of the brochure. It is now the policy of TSYT that no one will be allowed to join a voyage unless they have a record of the participant's insurance details. See the brochure on: www.tallships.org

The Foundation's criteria for funding berths on these voyages are very strict. They require that agencies:

- Institute a proper selection procedure - best results come where the applicant is well known to the host agency and can be properly assessed.
- Give the potential participants correct information about the voyage.
- Attend to the follow through, debriefing and application of the experience afterwards.

The Rank Foundation will fund the cost of each berth. They will also pay for the voyage insurance in the case of Jubilee Sailing Trust voyages. Applicants/projects are required to pay travel expenses to and from the ship, course pocket money etc., and, for the compulsory insurance in the case of Tall Ships Youth Trust voyages

A report on the voyage experience has to be submitted once the participant has returned home (within one month)

All the above factors are very important and will add to the ultimate success of the individual in your organisation.

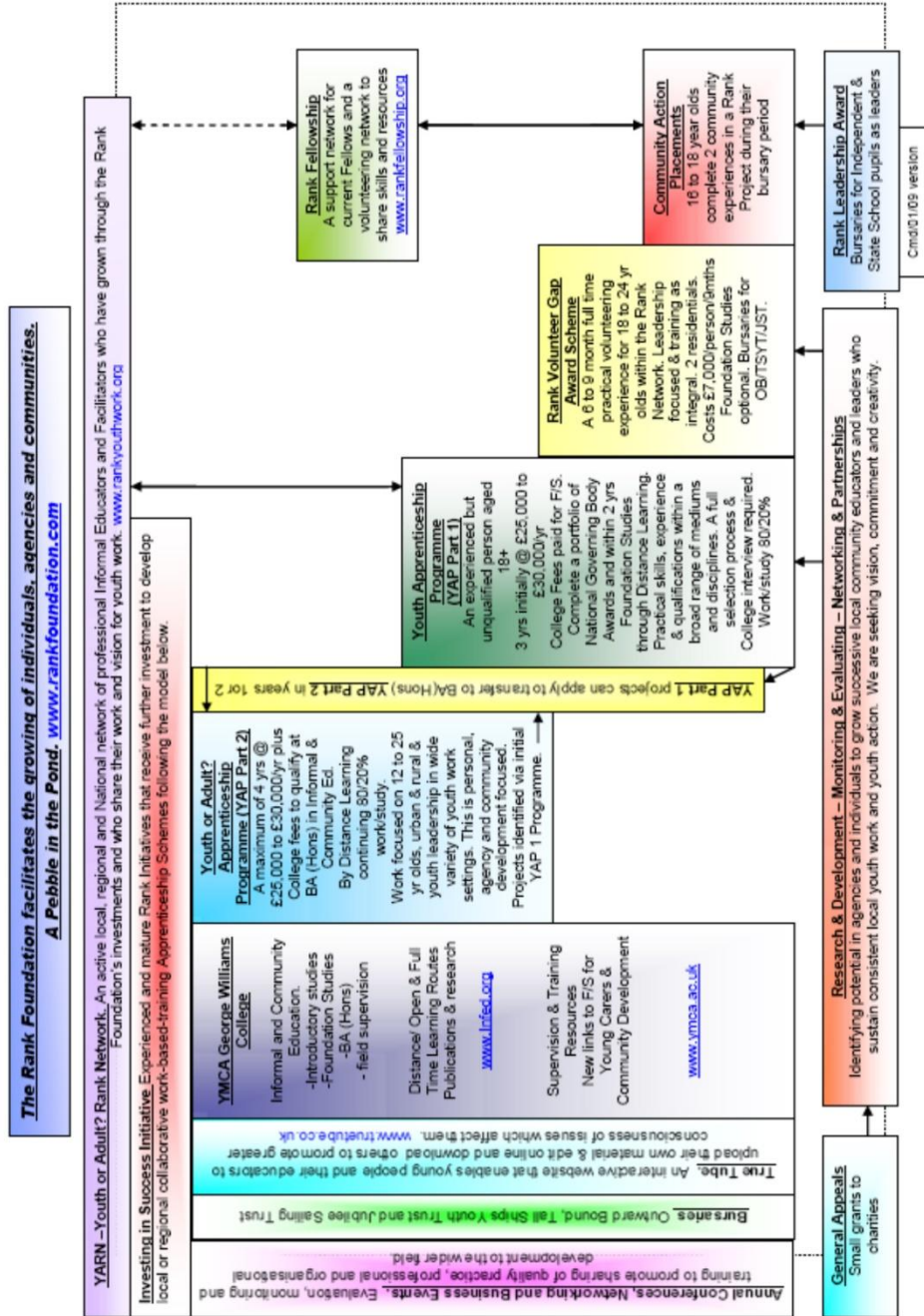
Please contact Natasha Heny (natasha.heny@rankfoundation.com) for further information.

28 Bridgegate,
Hebden Bridge,
West Yorkshire
HX7 8EX.
Telephone 01422 845172; fax: 01422 844329).

You also need to talk to your youth director about the scheme.

Notes

How the schemes fit together



Notes

Publications and resources

We have developed a substantial set of support pages and publications. Much of the material can be accessed directly from our web pages (see below). Other material is available from the College. If you need copies of publications (single copies free to Rank Network agencies) please contact Mark K. Smith (020 7540 4929, m.smith@ymca.ac.uk).

Internet

Our support pages at www.rankyouthwork.org contain a wealth of information and material. This includes:

- Details of agencies in the Rank Network.
- Downloadable handbooks, briefings and college support materials for agencies.
- Study support for workers and volunteers.
- Support materials for business conferences and events.
- Research findings and briefings.

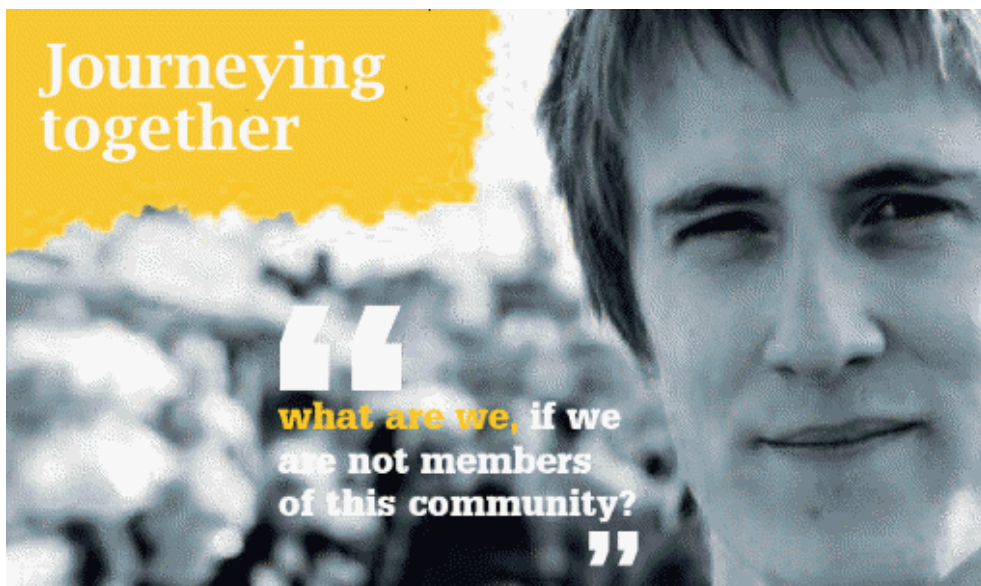
There is also a range of relevant material contributed by a number of people associated with the Rank Network in *the informal education archives and encyclopaedia* – www.infed.org.

Briefings

Youth work and gangs. This briefing examines the nature of gangs – and the response that youth workers can make. It is an outcome of exploration by workers and others involved in the Rank Foundation's youth work network. [February 2008] Download: www.rankyouthwork.org/briefings/youth_work_and_gangs.pdf

What future for youth work? This paper examines the state of youth work, some of the issues facing workers and young people, and possible ways forward for local agencies in the voluntary sector. Originally used at the Rank Network Conference. [October 2007]. Download: www.rankyouthwork.org/briefings/developments_in_youth_work.pdf

Publications



Journeying Together. Growing youth work and youth workers in local communities. Published by Russell House, this book examines key aspects of growing youth work and youth workers in local communities and is based in the experience of the *Youth or Adult?* Initiative.

Journeying together. Youth work through the Youth or Adult? Initiative. This DVD and booklet explores the work of the initiative and the experiences of the workers involved. It explores the essence of youth work and the wider impact of the work. Download: www.rankyouthwork.org/journeyingtogether/

Turning Points. Twelve youth workers, twelve stories... This DVD explores the work of 12 young leaders in local communities that have touched other people's lives; and whose lives have been touched by young people. Created by Offcuts. Download: www.rankyouthwork.org/turningpoints

Coming of Age. 18 years of learning from the Rank Foundation Gap Award. The Award opens up a unique mix of opportunities for personal development and service. In this new publication young people describe the journey of their personal growth that is at the heart of the Gap experience. Alongside their stories, some mentors analyse the success of the scheme and the lessons they have learned. Compiled and edited by Alan Rogers. 2005 28 pages A4. Download: www.rankyouthwork.org/comingofage/

Taking a Gap Year. This report by Zareena Abidi examines the growth of the gap year industry and the concept that taking a year out could be considered a valuable learning experience for young people. It looks in detail at the experience of the Rank Foundation Gap Award. 2004 66 pages A4 (Only available as a download from our support pages).

Inside Youth Work. Insights into informal education. Based on the work of projects supported by the Rank Foundation and Joseph Rank Trust this publication shows that keeping faith in youth work pays dividends. It looks at the central elements of youth work and the contribution they make to individual lives and to

local communities. Compiled and edited by Alan Rogers. Price 2003 32 pages A4. (Also downloadable as a pdf from our support pages.)

Youth Work and the Spark of the Divine. In this inspiring booklet Larry Parsons reflects on his philosophy of youth work – and the fundamental significance of the spark of the divine that he believes is in everyone. 2002 A5 ISBN 1 870319 14 1 £1.50. (Also downloadable from our support pages.)

Born and Bred? Telling stories of leadership. A CD created by Peter Cutts that explores experience around leadership. Hear educators and young people talk about their work and efforts. Seven tracks: In the dock; Camden United; Role play; Time and talents; All together now; Building tepees; in the garden. Complete with notes. July 1999. Price £6.99. (Also downloadable from our support pages.)

Born and Bred? Leadership, heart and informal education. Written by Michele Erina Doyle and Mark K. Smith, this book explores the nature of leadership, the importance of heart, and the role of informal educators. Linked to the CD and with net support. July 1999. ISBN 1 870319 12 5 (Also downloadable from our support pages.)

Youth Work. A foundation for the future. This lively compilation explores the various approaches to informal education that can be found in the Rank Youth or Adult? Projects. Compiled and edited by Alan Rogers. 1995 65 pages A4 ISBN 1 870319 09 5

Learning to Learn Again. This booklet examines the development of the Induction Studies Programme for the Youth or Adult? Initiative. Chapters explore the nature of the Initiative, the relationships between the various parties (funder, agency and college) and how the training programme was planned and run. Edited by Linda Deer Richardson. 1989 43 pages ISBN 1 870319 03 6

On the GAP. Young peoples' experiences of volunteering. Largely written by young volunteers, this booklet concerns the experience of longer term, full-time volunteers. Compiled and edited by Leigh Thorsen. September 1996 24 pages A4 ISBN 1 870319 10 9

Investing in Success. Compiled and edited by Linda Deer Richardson this booklet explores different dimensions of the Investing in Success Initiative. September 1997 ISBN 1 870319 11 7 A4 16 + iv pages.

Setting Up and Managing Projects. This book examines some key issues and problems associated with setting up and managing projects. Edited by Mark K. Smith. 1994 76 pages A4 ISBN 1 870319 07 9 (Also downloadable from our support pages.)

Youth or Adult? – the first five years looks at the development of the Initiative with contributions from project workers, managers and others involved in the Initiative. 1993 103 pages A5 ISBN 1 870319 06 0.

The Challenge for Voluntary Youth Organizations. Beginning with an examination of the changing position of young people, this book then looks at a number of specific examples of work. Concluding chapters explore the organizational innovation necessary for successful project work and the particular challenges

facing voluntary youth organizations in the 1990s. 1991 68 pages A4 ISBN 1 870319 05 2

For agencies within the Rank network we can supply single copies of each publication free. Please contact Kevin Robinson at the College [see inside front cover for contact details]. When ordering please put 'free – Agency handbook'.

Notes

Relationships in the *YAP* Initiative

To understand how the *YAP* Initiative and its associated professional education programme works it is necessary to recognize the pivotal role of the worker/trainee. They have to manage working relationships with a variety of people. Within the professional education programme, for example, they have to work with their:

- supervisor;
- line manager; and
- college tutor.

In a similar way in their day-to-day practice workers have to manage working relationships with:

- young people
- their line manager
- the appropriate youth director or assistant youth director for the Rank Charities.

We have found that it is important that all parties have an appreciation of the roles that these different people play and the boundaries of those roles.

Workers are at the centre of these relationships. They must take responsibility for their own learning and work. To understand how this works out in practice we are going to focus on the professional education element of the Initiative.

Relationships within the professional education element

The goal of others, regardless of their role, is to enhance the worker/trainees learning so that they may better serve young people and local communities.

Tutors, supervisors and line managers need to maintain their boundaries, so the worker/trainee can take responsibility for understanding and learning

Supervisors and managers need to focus on asking worker/trainees about their progress and their experience of the programme - rather than constantly referring to each other.

The learning programmes have been designed as part of a three way partnership between the College, the Rank Foundation, and associated agencies.

Academic control of the Programmes lies with the College. All worker/trainees are registered with the College at the start of their Programmes. The syllabus, support materials and Programme handbook are produced by the College. Assessment is also the responsibility of the College. In addition, the college provides tutors to handle the marking and giving of feedback on written work.

The Programme Committee

Responsibility for day-to-day operational matters lies with the Programme Committee. It is chaired by the Programme Organiser. As part of its brief, this committee monitors individual worker/trainees' performance. In this role, the Committee:

- examines all assessments, reports and comments that may be submitted to the Board of Examiners.
- may communicate with individual worker/trainees concerning their performance on the Programmes.
- can specify additional Programme Requirements for worker/trainees in accordance with the decisions of the Board of Examiners.

Worker/trainees will primarily contact their regional tutor in about matters connected with the Programme and may also (or may be advised by their tutor) to communicate with the Committee concerning any aspect of their own performance on the Programme. They would do so via the Programme Organiser.

Notes

Training within the *YAP* Initiative

The YMCA George Williams College, in association with the Rank Foundation, has developed a unique professional education programme for youth workers and community educators. Not only does the programme provide an induction into professional work (and a youth and community learning support qualification), it can also lead to a BA (Hons) Informal Education (youth work and community learning and development). This is recognized as professional qualification for youth work and community learning and development in all countries in the United Kingdom (and through mutual recognition for youth work in the Republic of Ireland).

The College

The College is one of the largest providers of professional training for youth work, community work and community education in the United Kingdom. It offers its courses in association with Canterbury Christ Church University. At the same time the College has provided the base for a number of research and development projects.

In addition to providing training, the College has also developed facilities in order to help workers in the Foundation's *YAP* Initiative to write up and research their work.

Training and support within the *YAP* Programme

The College has put together a special package of training and support for people involved in the *YAP* Initiative.

Students undertake an extended version of Diploma Studies (a UK wide qualification for youth support workers and community learning assistants). They may then be able to move onto the 4 year honours degree programme (a UK-wide qualification for youth work and community learning and development). They also receive special help around report writing and dissemination of the project's work.

Managers can undertake specialised training with the College, and take part in an accredited programme for fieldwork supervision. The College can also provide support around project management and developing agency capacity.

Diploma Studies

Diploma Studies is a programme for people involved in informal education, youth work and community education. Endorsed as a qualification for youth support work and for supporting community learning, it is also designed to help those wanting to enter higher education.

The first year of the programme - *Diploma Studies* – includes the following elements:

Introducing studying [3 credits] (INFED-1)

Elements: introducing youth work; introducing informal education; introducing community learning and development; understanding aims; checking your support; some safety issues. This unit lasts 30 hours.

Unit 1: Reflecting on our experiences [6 credits] (INFED 1)

Elements: Exploring the process of looking back at our experiences; attending to our feelings; deepening understanding. Introducing recording and journaling, using your supervision. Taking stock of where we are now. Writing for others.

Unit 2: Exploring informal education [6 credits] (INFED2)

Elements: Conversation; working with individuals; enabling reflection; youth work and informal education; fostering democracy.

Unit 3: Developing programmes and activities [6 credits] (INFED3)

Elements: Process, product and evaluation; looking at the needs of students; designing programmes; managing groups; assessment and progression; evaluation.

Unit 4: Exploring communities and their development [6 credits] (INFED4)

Elements: Community; knowing our neighbourhood; community development and community participation; engaging with groups from different cultures; public issues and private troubles; social justice. Reflecting on community development.

Unit 5: Developing communities and groups (infed5)

Thinking about neighbourhoods. Sustainable communities. Neighbourhoods and regeneration; Networks and networking. Developing community groups – thinking about our role as animators and facilitators. Developing community groups – looking at process. Developing community groups – managing groups and meetings.

This Programme leads to a Diploma in Informal Education (Youth Work and Community Learning and Development). This includes the Diploma in Youth Work qualification. It is validated as a qualification in community learning and development in Scotland; and youth work in England (and in Wales and Northern Ireland through mutual recognition).

If Yap workers are not transferring onto the Degree Programme they complete the following unit (which is a nationally recognised Access to Higher Education Diploma).

Independent project and dissemination [9 credits] [BZF686 GA1/3/SE/021] (IP)

Elements: The value of research; thinking about what to research; recognizing what we already know about ourselves as researchers; desk research; the ethics of research; fieldwork; carrying out an independent project; analyzing your data and drawing conclusions; communicating your findings.

Workers within the Initiative meet together in regular study groups during this first year. They also have two residentials and have individual supervision.

BA (Hons)/BA in Informal Education (Youth work and community learning and development).

Professional qualification in Scotland is already at degree level. From 2010 those enrolling in professional training programmes for youth work in England, Wales and Northern Ireland must be working towards an honours degree. With this in mind, and with other changes in the field the College has designed a new 4 year part-time, 3 year full-time, programme. Within the programme there are three levels (lasting around 1.3 years on the part-time mode).

Reflective practice is at the core of this programme. This can be seen in the content of courses and the fact that there is a mandatory practice-based double course, **Reflection on Professional Practice** at each level. It involves participation in supervision, line management, self-assessment – and, crucially, in work with young people and adults.

We will also offer another course at all three levels: **Managing and evaluating informal education**. It provides a framework for practice in which management – of the self, of others and of processes and organisations – is always considered with explicit reference to values. The parallel development of skills in research and management equips workers to engage in informed, principled and committed action with the aim of enhancing human well-being and social justice.

Three strands

The programme has been planned around three strands that run across all three levels:

- The **informal education** strand draws primarily on ideas from the history and philosophy of education in order to develop a critical understanding of informal education practice in particular contexts.
- The **children and young people** strand draws primarily on theories of human development, interpersonal relationships and socio-cultural aspects of individual and group identities to develop a critical understanding of youth work practice.
- The **community learning and development** strand draws primarily on socio-economic and cultural theories and the history of social movements to develop a critical understanding of professional practice in community learning and development.

Management and evaluation is also studied at each level.

The three levels

Vertical progression from Levels 1-3 in each strand is represented in the use of the related terms:

Understanding at Level One aims to provide students with conceptual and theoretical frameworks through which they will be encouraged to consider the implications for their own practice of different perspectives within each strand.

Developing work in/with at Level Two aims to consolidate and extend theoretical perspectives introduced at Level One and use these to evaluate policy, strategies and processes in the context of each of the three areas of practice.

Critical practice at Level Three begins with a critical exploration of key concepts in the theory, philosophy and history of each area of practice which will be applied to the study of relevant theoretical and empirical research. These texts will be used to develop skills in critical reading with a focus on the processes and ethical conduct of research, sources and reliability of evidence and the validity of knowledge claims.

During this time YAP workers join with other participants in the main degree programme. They take part in regional study groups, residentials and undertake regular supervision.

Timing and methods

The academic year is between 38 - 42 weeks consisting of independent study, regional study days and residentials – two of three days each at Diploma Studies level, two in year 1 of the Diploma, and one in year 3, (there is no residential in the second or fourth (BA) year).

Students are expected to spend one-third of their study time on study pack materials and attending the regional study day; one third in recording and reflecting on their work and preparing for and attending supervision; and one third in doing activities, assignments and projects. In all, students are expected to

spend 15 hours per week on course work during term time. Some of their course work will involve spending some time in practice settings different from their own (this is both a CeVe and an NYA requirement).

All students meet regularly, up to eight times a year for one day, in a study group. There are also the residential periods during the course, in which all the students come together for intensive study. Students also have regular (approximately three- weekly) supervision sessions with a supervisor whom the College appoints.

Since part-time students are already in employment, the equivalent of the fieldwork placement is their place of work.

Applicants should be aware that while the College hopes to assign students to a supervisor within easy travelling distance, because of the wide geographical spread of students and supervisors, this is sometimes not possible. Students need, therefore, to be prepared to travel substantial distances. The same could apply to the regional study day.

Managers should ensure that YAP workers spend 20 per cent of their work time on study over the year. However, there are peaks and troughs.

Practice

One of the great advantages of the programme is that students are working as they study. To study students must be involved in regular face-to-face work - around 10-12 hours per week. Throughout the time students must be working face-to-face with young people aged 13-19 (for at least 50 per cent of their 'college practice' time – around 5-6 hours per week). For the degree programme (levels 1-3) they must also be involved in some community learning and development activity for the equivalent of around three hours per week. This entails a significant amount of work with adults.

Distance learning

One of the key elements of the new programme developed by the College is the extensive use of distance learning methods, a technique that it has pioneered in the field of professional training.

Selection requirements

People gain entry to a programme by providing the College with evidence about their potential. They have to show that they will be able to use the programme for learning; and are likely to achieve the standard required for the programme they wish to join.

The College is looking for people who possess certain knowledge, skills and attitudes. Applicants must be able to demonstrate:

- experience in the field of informal education, community education, youth and community work, social work, play work or a related area.

- an ability to reflect critically on their experience, and to learn from it.
- the capacity to participate in the learning process of the programme.
- the ability to work constructively with the experience of others;
- an informed commitment to work for equal opportunities and justice for all;
- the ability to manage different aspects of their lives; and
- the ability to communicate with others both face-to-face and in writing.

Applicants must be over 18 at the time of applying.

Providing evidence

There are a number of ways in which people can demonstrate their abilities.

Through:

- *providing material about their learning and experience.* In their applications, people have the opportunity to set out and discuss their experience and learning. At interview, they also have the chance to talk about how their knowledge, skills and abilities relate to the demands of the course. Some applicants may have produced portfolios or profiles as part of a training course or access programme.
- *possessing vocational and professional qualifications.* These may range from part-time and in-service training courses undertaken, for example, within the youth and community service, to the awards of the Business and Technical Education Council (BTEC) formerly (BEC and TEC); Royal Society of Arts awards (RSA); and the awards of bodies approved by the Scottish/National Council for Vocational Qualifications (S/NCVQ).
- *possessing academic qualifications.* These may vary from school examinations such as 'A' levels, 'highers' and GCSEs to higher education certificates and so on.

Level

For entry to the first year of degree programmes, the College is looking for these qualities to be displayed at a particular level of ability. The benchmark used is that people must have prior knowledge and skills *equivalent* to passes in one subject at Advanced level, supported by passes in three other subjects at GCSE. (A 'pass' in GCSE means grade C or above; this is equivalent to a pass at grade C/grade 6 or above in GCE or a pass at grade 1 in CSE). Applicants do not need to have passed such examinations to get on the course. It is simply that they need to show that they are thinking and practising at least at that level.

People should bear in mind that the programme is emotionally, socially, intellectually and physically demanding. They must be able to cope with these

demands. The College considers very closely applicants' abilities to manage different aspects of their lives in relation to the course they are applying for.

What the agency promises to do

Students have the full support of their employer. This means that all agencies involved in the YAP Initiative have agreed to:

- release students from normal duties for the required study (this will add up to about a day a week over the year – but will vary with the demands of the training programme);
- release students to attend regional study days at specified times up to eight times a year within term time.
- release students to attend the residential period(s) in each module;
- provide adequate managerial support so that the Line Manager can participate appropriately in the assessment process and can provide written assessments of the student.

Notes

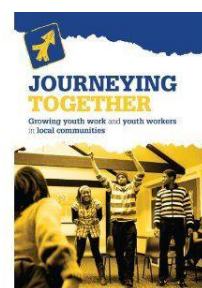
Recommended reading for YAP workers

Induction

New workers will benefit from an induction into the Initiative and into the different ways of working involved. If the agency does not have copies they can be accessed via the publications area of the rankyouthwork.org site, or you can get free copies from the College (contact Kevin Robinson).

We recommend you look at:

Rank Foundation (2008) *Journeying Together. Youth work through the Youth or Adult? Initiative*. [DVD and booklet]. London: YMCA George Williams College/The Rank Foundation.



Rogers, A. and Smith, M. K. (2010) *Journeying Together. Growing youth work and youth workers in local communities*. Lyme Regis: Russell House Publishing.

This book sets out the philosophy and approach of the programme – and how workers and managers go about developing the work.

Offcutts (2007) *Turning Points. Twelve youth workers, twelve stories...* [DVD]. Hebden Bridge: The Rank Foundation.

Rogers, Alan (ed.) (2004) *Coming of Age. 18 years of learning from the Rank Foundation Gap Award*, London; YMCA George Williams College/The Rank Foundation

They also need to develop a familiarity with *The Agency Handbook*.

With the exception of Rogers and Smith (2010) these are all downloadable from the support site: www.rankyouthwork.org. You can get a free copy of Rogers and Smith from Mark Smith at the College.

Diploma Studies

The core text *Informal Education* will be provided by the College, but it is also well worth getting an introductory research methods text such as:

Dawson, C. (2009). *Introduction to Research Methods. A practical guide for anyone undertaking a research project*. Oxford: How to Do Books.

BA (Hons) Studies

Level 1- Required texts

Infed 1: Understanding informal education

Deer Richardson, L. and Wolfe, M. (eds.) (2001) *Principles and Practice of Informal Education: Learning Through Life*, London: RoutledgeFalmer. (Provided by the College)

Jeffs, T. and Smith, M. K. (2005) *Informal Education*, Ticknall: Educational Heretics Press. [Students get a copy if they do Diploma Studies]

CYP 1: Understanding children and young people

Coleman, J. and Hendry, L. (1999) *The Nature of Adolescence*, London: Routledge.

CLD 1 Understanding community learning and development

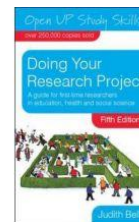
Giddens, A. (2009) *Sociology*. 6th ed. Cambridge: Polity Press.

ME1 Management and evaluation

Bell, J. (2010) *Doing Your Research Project. A guide for first-time researchers in education, health and social science*. 5th ed. Milton Keynes: Open University Press.

Bolman, L. and Deal, T. (2003) *Reframing Organisations – artistry, choice and leadership* (3rd ed) Jossey Bass Wiley.

Semler, R (1993) *Maverick!* Arrow.



In addition we recommend use of the Informal Education homepage on the Internet. A full set of support materials can be found on the informal education homepage (www.infed.org).

Level 2 Required texts

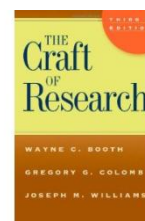
To research your assignments, develop your arguments and write them up it is well worth looking at:

Booth, W. C., Colomb, G. C., and Williams, J. M. (2008). *The Craft of Research*. 3e. Chicago: University of Chicago Press.

infed2: Developing informal education

Students need a group work text such as:

Benson, Jarlah (2009) *Working More Creatively with Groups* 3e. London: Routledge.



cyp2 Developing work with children and young people

Smith, Heather and Smith, Mark K. (2007) *The Art of Helping Others*, London: Jessica Kingsley. [provided by the College]

Plus one of the following:

Evans, Gail (2007) *Counselling for Dummies*. Chichester: John Wiley *or*

Nelson Jones, Richard (1999) *Introduction to Counselling Skills*, London: Sage *or*

Culley, Sue and Bond, Tim (2004) *Integrative Counselling Skills in Action 2e*, London: Sage. *or*

Ross, Alistair (2003) *Counselling Skills for Church and Faith Workers*, Buckingham: Open University Press. *or*

Geldard, Kathryn and Geldard, David (2004) *Counselling Adolescents 2e*, London: Sage.

cld2 Developing community and community learning

Day, G. (2005) *Community and Everyday Life*, London: Routledge.

Richardson, Liz (2008) *DIY Community Action: Neighbourhood Problems and Community Self-help*. Bristol: Policy Press.

me2 Developing management and evaluation

Hek, J. and Moule, P. (2006) *Making Sense of Research: An Introduction for Health and Social Care Practitioners 3e*. London: Sage.

Senge, P. (2006) *The Fifth Discipline 2e*. London: Random House Business Books

Notes

yarn – The Rank youth work network

The network of individuals involved in Rank Charities' youth work initiatives is an important resource. It offers:

1. *A place to explore practice.* With changes to the way youth work is being organized locally, the network provides one of the few forums where people can explore their work with those operating within similar traditions of practice.
2. *The chance to develop work.* Many people have used network events and resources to develop new areas of work – sometimes with others in the network. Because of the contact between agencies, the funders and the college a considerable body of 'practice wisdom' has accumulated and can be tapped into. Discussions have also led to new initiatives – both locally, and under the auspices of the Rank Foundation.
3. *The opportunity to speak to the wider field.* Through publications, events and the website there has been an increasing opportunity to be part of speaking to the wider field.

A great deal of **yarn** activity takes place on-line. There are specialist forums for workers and managers, plus a general forum and bulletin giving news of various Rank and network events and activities. In addition **yarn** runs a number of local events.

All current workers and managers involved in the *YAP, Youth or Adult?, Skills Apprentice*, and *Investing in Success* programmes can join the network.

Registration is online – just go to: www.rankyouthwork.org/yarn.

Notes

Introductory Studies in Community Education [Level 2 vocationally related qualification]

Introductory Studies is a level 2 course aimed at students who need to be at least 16 years old, and are either starting out or pursuing a career in youth work. They could be senior members, volunteers or young workers currently involved in informal education, youth work, peer education and community education. They might be year 11 students interested in learning about informal education as part of the citizenship curriculum in secondary school. Running the course provides organisations and schools the chance to develop skills and abilities of current or potential youth workers; it also acts as a stepping-stone into professional training courses in this field of work.

The Programme is run by the YMCA George Williams College.

What is the Certificate?

Introductory Studies is an Open College Network level two qualification with 18 credits and is a level two qualification with the Awarding Body Consortium. This qualification will be recognised by FE colleges. It can lead into our Diploma Studies level three programme, a qualification for part-time youth workers and community educators.

How it works

Any youth service provider or secondary school can approach the YMCA George Williams College with a view to setting up their own Introductory Studies course. They will need a minimum of 6 prospective participants in order to run the programme, as it is group work based. Full training and support will be given to each agency seeking to run the programme.

The course has three modules which contain fifteen three hour sessions, and participants should be delivering two practical youth work sessions a week. In addition to this, students will also be required to do some independent work putting together a portfolio.

Programme Requirements

Learners are required to build a portfolio of their work over the period of the programme, and submit this for assessment. This would include undertaking:

- A project
- A neighbourhood profile
- Activities around various youth work issues
- Reflections on work and learning

Aims of the Programme

- To create a flexible framework for the education and support of those looking to develop their youth work skills.
- To create a pathway for learners into further education and training
- To equip individuals to experience the course first hand and explore delivering it as a tutor to peers or young people

Course Content

Module 1: Introduction to Self Awareness: This module allows learners to engage with others and share their knowledge, experience and skills as well as their attitudes and beliefs.

Module 2: Introduction to Working in a Team: This module concentrates on working collaboratively with others. It examines how to work with conflict in a team and looks at issues such as confidentiality.

Module 3: Introduction to Working with People: The final module involves undertaking a project where the learners have a chance to develop a particular piece of work. The sessions are designed to support the learners both practically and theoretically in their project.

Study Support

The support for learners in undertaking this programme will come from their local tutor and supervisor. Students will collate material throughout their time on the programme in a portfolio that they will submit for assessment. Materials in the portfolio do not have to be in a written format if the learner would prefer they can submit their portfolio in audio, video or DVD format, or any combination of these.

Entry Requirements

The minimum age for this programme is 16 years. Learners will need to be working or volunteering within youth work, informal education or community work setting. Alternatively they might be part of a school or college and have an interest in pursuing a career in this field.

For further information, contact the Introductory Studies co-ordinator (see inside front cover).

Notes

Truetube – think, talk, act

TrueTube (www.truetube.co.uk) is a free online space for young people to watch film and upload all kinds of other media to debate the issues that affect them on a day to day basis. The site covers a diverse range of ethical, political, religious and cultural issues; from youth action, HIV AIDS and the death penalty to relationships, gangs and eating disorders – its all there.

Truetube has been developed by CTVC – which is the programme-making and media arm of the Rank Foundation.

TrueTube invites you to:

- **THINK** about social issues using video and other media
- **TALK** about them with fellow TrueTubers
- **ACT** when you're ready to change the world

It means, TrueTube has a strong application in informal education - each issue is covered using real-life stories and personal experiences, a combination which young people can find fascinating and which has the potential to start a discussion or debate and give an output that is young person friendly.

In a nutshell, TrueTube offers youth-workers and young people 5 key benefits:-

Recognition. The media heavily portrays young people as out-of-control, hoodie-wearing, knife-wielding anarchists. TrueTube shows the world young people are more likely to be; thoughtful, engaged, motivated, interested and ambitious.

Credibility and an outlet for work already done – and yet to do. TrueTube asks young people to upload media which offers an opinion. Be it film, photography, music, poetry, rap... It's a forum for debate on the issues that matter.

All too often youth projects actively engage young people in artistic and media related projects, the outcomes from which are run off onto a DVD and end up on a dusty shelf in a cupboard never to see the light of day again. TrueTube offers a place to host that media so that it can reach its full potential and be seen by other young people all over the world.

Valuable transferable skills. By making media together, and actively engaging in thinking about issues, young people learn a range of skills which they can take on into adult life – teamwork, the importance of hierarchy, communication, patience and technical skills are just a few of these.

A different way to communicate. In a world where communication is key advertisers, governments and the media use sound-bytes to communicate their

messages. TrueTube invites young people to make the most of visual and audio media and a place to make their voice heard by their peers, and those in positions of power.

A network for support and inspiration. Youth workers and young people can see through TrueTube that they are not alone in the problems they face on a day to day basis. Whilst TrueTube is not an advice site per se, the facts and figures, real life stories and links for further research will really help young people to feel supported and inspired and should help them put their own problems into perspective.

TrueTube has already been accepted by the formal education network with the site winning the Education Resources Award for Innovation in March 08.

Get involved

So, how do you as an informal educator get involved? Here's three ideas for you...

Run a media project.

Ask the young people in your youth group to brainstorm ideas and opinions surrounding one of the issues which interest them most on the site, then...

Run a film project. Ask them to think about the type of film they would like to make – drama, vox-pops, one-to-one interview, talk show, animation...

- Plan the film – if it's an interview, write questions or for a drama, write a script.
- Find a video camera from somewhere – cameras are easy to come by, many mobile phones have them as standard and often digital cameras include video capability.
- Film the raw components – rushes -of the film – tip, it is often more interesting if a film includes cut-away shots which are relevant to the topic. I.e. an interview with a rock climber could include shots of them going to climb a rock, climbing a rock and getting to the top.
- When filming make sure the subjects give their consent and approval for any copyright material you may ask them to include.
- Handy hints on filming can be found in the Masterclass section of the site
- Upload the rushes to your edit suite – if you don't have an edit suite, you can use the one which comes free within TrueTube – and edit the film. You will also find a library of around 100 short clips which you can use to make the film more interesting. Remember don't use any commercial music – you may have bought and paid for a track, but that doesn't mean you own the rights to include it in your film, its much better to make your own soundtrack or even leave music out all together.

Run a photography project

- Ask the young people to use cameras on their mobiles, digital cameras or even film cameras to capture images which tell a story or highlight the issue they have chosen.
- Use Photoshop, or any other digital image software package to alter the images as required and then combine them into one document. Alternatively upload them to the TrueTube Edit Suite, put them onto a timeline, and if you like add a voice over or a music track (making sure you own the rights, as above)

Run a music project

- Suggest that the young people write a song or a rap inspired by a topic on the site.
- Perhaps they could combine this with another group's photography or film project.
- Many mobile phones have voice recording capability, so why not use them to record the rap or song or even a Random Rant that they have written.
- Again you must own the rights to any music or samples that are used within this.

Run a radio project

- Suggest recording a Podcast, this could involve interviews, or a debate, or even live performance of songs written by the young people themselves.
- Again they could use their mobile phones to record the audio for the Podcast.
- There are many pieces of free software available to enable them to edit the audio alternatively use the TrueTube Edit suite

Upload the project to TrueTube

Once their project is complete, the young people can upload the final pieces to TrueTube using the upload interface – just click upload on the top menu bar, choose the kind of media you want to upload and follow the onscreen instructions. We will then moderate the submissions and put them up on the site. Once they are live they will be seen by other young people from around the corner... and around world. Young people from 116 countries have logged on to TrueTube so they may even spark an international debate.

It is our hope that by using TrueTube as a platform to help develop your projects and put them on the web, we are helping you to inspire young people and helping them to inspire others, to inspire others, to inspire others...

Notes

