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**DECLARATION**

**I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.**

**Signed ..... (Student)**

**Date .....**

**DECLARATION**

**I am satisfied that this work is the result of the Student's effort.**

**Signed ..... (Lecturer)**

**Date .....**

*'An Investigation into the impact the Youth Engagement and Progression Framework (WG, 2013) has had on Cardiff Youth Service'*

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# 1. Acknowledgments

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## 2. Abstract

The aim of this study is to investigate the impact the Youth Engagement and Progression Framework (WG, 2013) has had on Cardiff Youth Service in relation to structures, systems, staff, style, skills, strategies and shared values identified through the McKenzie 7's framework. Recognising that Cardiff Youth Service is the first local authority in Wales to implement the Youth Engagement and Progression Framework within their Youth Services, this study may offer guidance for these local authorities wishing to implement the framework and to share practice.

In order to gain an in-depth understanding the literature presented within the literature review explored the developments of the Youth Service in Wales and strategies set out to provide vision for the service. The study later discusses the methodology of the study where it was decided that a qualitative paradigm would be adopted for the study through a case study design. It set out to gather the views and opinions of practitioners through conducting observations, and two semi structured interviews.

The study concluded that the Youth Engagement and Progression Framework had significant impact on the service which may be seen as a positive. It provides vision for the service however; it may be argued that Youth Work values and principles are diminished?

The recommendations set out a vision to challenge the impact upon the values and principles whilst supporting a future for the Youth Service in Wales. Additionally, to gain a wider understanding of the impact the Youth Engagement and Progression Framework has had on a national level.

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## 4. Introduction

This introductory chapter intends to provide a clear vision that will firstly present a short review of literature to explore the Youth Work pedagogy and strategies set out to provide guidance for the Youth Services in Wales. The literature enables the researcher to present the need to carry out the study whilst establishing its intended aims and how the study will address these aims through a set of objectives that consider the chosen methodology, design, methods and limitations of the study.

Youth Work pedagogy is a model of practice that works with young people within their life space (Coussée, Williamson and Vershelden, 2012) and guided by a certain set of values and principles. These values and principles can be seen as a shared value between the Youth Service in Wales and practitioners working in the field as they both seek to develop young people holistically through informal education. Practitioners in the field are guided by a certain set of standards to ensure they are able to place young people at the centre of its practice through respecting, advocating and empowering young people (LSIS, 2012).

To manage these values and principles that ground the practice of Youth Work there is a need to establish the role of the Youth Service, expectations, what it is intended to achieve and how it will do it (Coussée, 2008). Frameworks that have set out to provide a vision for the Youth Service in Wales are well recorded in the developments of the Youth Service with demand growing to establish that where specific to the Youth Service in Wales include survey 13 (HMI Wales, 1984) Wales Youth Work Partnership (WYWP, 1986) and the Curriculum Statement for Wales 1992 (WYA, 1992). Each of these frameworks were intended to provide a clear agenda for the service however, according to various academics in Wales these frameworks have impacted upon the value base of Youth Work.

Latter developments of the Youth Service in Wales have seen a shift between from the service serving a voluntary purpose through informal/non-formal education to a Service that serves a purpose within formal structures (Rose, 2013 and WG, 2014 and WAG, 2007). Most recent strategies that support this notion for the future of the service include the National Youth Work Strategy for Wales 2014-2018 (WG, 2014) and the Youth Engagement and Progression Framework (YEPF) (WG, 2013). Due to

both strategies recently being published a lack of literature determines their impact upon the value base of Youth Work and how these strategies have impacted on Local authority Youth Services.

This studies aim is to determine what impact the YEPF has had on Cardiff Youth Service through the use of the McKenzie 7's framework that incorporates structure, systems, style, staff, skills, strategy and shared values (Waterman, Roberts, Peters, Thomas and Phillips, 1980). This framework was chosen due to its ability to gain depth understanding of organisations that evaluates their performance whilst highlighting areas for improvement (Hill, 2012). Prior to discussing the methodology, design and objectives there is a need to inform the reader of the background of Cardiff Youth Service.

Cardiff Youth Service is service designed for young people aged 11-25, however a large proportion of its work being conducted with young people aged between 14 and 19 through various programmes such a leisure time facilities, street based Youth Work, Duke of Edinburgh award and targeted support. Within the current climate of budget cuts within the service which is the overall picture of local authorities youth services in Britain, Cardiff Youth Service has seen reduced funding and disempowered staff (Hughes, Cooper, Gromally and Rippingale, 2014). This has had significant impact upon the service as it has seen a number of provisions being closed, structures being changed, reduced staff and moral of existing staff has decreased which as a collective all impact on the services young people are receiving across the city. With the research being conducted within the current climate disused this may prove to be a limitation of the study as time constraints of people that are possible participants of the study may be unable to provide their views and opinions.

Qualitative research was the chosen research methodology as the study is concerned with people's feelings, views, opinions and these represented in their own words (Greener, 2011). Within a Qualitative paradigm there is a need to make a choice out of series of designs which establish a set of bounded instructions to follow. It was decided a case study design was most appropriate for the study as the study is taking place within a service that establishes clear boundaries in addition to

working in accordance with the aim that is set out gather the views of practitioners in the field (Yin, 2009 and Creswell, 2014).

The primary aim of this study is to identify how the YEPF has impacted on Cardiff Youth Service that will provide service managers with a series of statements that determine how the framework has impacted on the Service through the use of the McKenzie 7's model. Subsequently conclusions of the findings will provide a set of recommendations that will possibly impact upon practitioners in the field and the service young people receive in the future. Additionally as Cardiff Youth Service is among the first local authorities in Wales to implement the strategy this study will provide other local authorities with guidance and vision when they consider implementing the framework into their service. To achieve these aims the study has five core objectives which include;

1. Begin to develop an evidence base that investigates previous strategies that have set out to provide a vision for the Youth Service in Wales whilst establishing a need for this study to be conducted.
2. Gather the views and opinions of people who work within Cardiff Youth Service in relation to the YEPF framework through observations and semi structured interviews
3. Represent the data collected through seven themes identified within through the McKenzie 7's framework
4. Synthesise the data collected and discuss each of the 7 themes whilst referring to the policy frameworks and other relevant theory evident within the literature review.
5. Draw the research to a conclusion through a series of statements whilst producing a set of recommendations for further development for further research and developments needed for Cardiff Youth Service.

## 5. Literature Review

This chapter will aim to critically evaluate policy frameworks that have set out to provide a vision for the Youth Service in Wales, whilst determining their impact upon Youth Work pedagogy that is underpinned by a value base, and places young people central to its practice (LSIS, 2012). The findings will provide the need for the research topic to be explored further, in addition to shaping the study that will be carried out with management and practitioners within Cardiff Youth Service.

To ensure the aim is met and to provide relevant research into the chosen topic, the literature review will focus upon seven key elements that include:

- 5.1. Youth Work and its values
- 5.2. Early developments of the Youth Service
- 5.3. The Youth Service from a Welsh perspective
- 5.4. Youth Service agenda
- 5.5. Current perspective into the Youth Service in Wales
- 5.6. The Youth Engagement and Progression Framework
- 5.7. Conducting new research

### **5.1. Youth Work and its values**

Youth Work practice can be broadly defined as a way of working with young people to develop their personal, social and educational development (Batsleer and Davies, 2010 and LSIS, 2012). The origins of the practice were primarily developed through a voluntary movement (Rose, 1997) that provided a means of basic education for young people to meet the demands of the labour market, social welfare, associated with young people and leisure time facilities (IBID). Voluntary organisations such as Boy Scouts, Guides and the YMCA are all recognised as instigators of youth work practice grounded by a certain set of values (Rose, 2013). These certain set of values argued to be at the core of the practice, can be defined as acceptance, trust, honesty, respect and reciprocity (Young, 2006). Additionally, the National

Occupational Standards for Youth Work provide 12 values required of professionally qualified youth workers which can be found in appendix 1. These 12 headings are underpinned by four headings which include:

- *Participation and active involvement*
- *Equity, diversity and inclusion*
- *Partnership with young people and others*
- *Personal, social and political development* (LSIS, 2012. p. 5)

Voluntary organisations with values at the core of practice, adopted a voluntary participation between practitioners and young people that would provide a basis for developing and maintaining purposeful relationships with young people (Rose, 2013).

## **5.2. Early developments of the Youth Service**

Early developments of a youth service in Wales set back to 1844, with due regard for the welfare of young people in a period of War in Britain (Rose, 2009 and Rose, 2013). In 1944, a legal requirement set within the education act required all local authorities to provide '*adequate facilities for recreation and social physical training*' (Education Act, 1944). This would enhance the Youth Service in Wales, although a lack of vision for the future of the Service was not acknowledged and it is believed the state required better support and control over young people, and this was set to be the role of the Youth Service (Rose, 1997). The demand conflicts against developing young people holistically and enabling them to participate as full members of society (Jones, 1993).

Further developments of the youth service include the Albemarle 1960 report that reinforced the notion of supporting young people with the aim

*'to offer individual young people in their leisure time opportunities of various kinds, complementary to those of home, formal education and work, to discover and develop their personal resource of body , mind and spirit and thus the better equip themselves to live the life of mature, creative and responsible members of free society'* (Ministry of Education, 1960 p.360).

It is argued the report brought with it a steady cash flow that led into additional youth centres in communities and training for Youth Workers (Smith, 2002), and this was recognised as a golden age of Youth Work (Smith and Doyle, 2002). The report stated a need to develop relationships between local authorities and voluntary organisations to develop a sustainable Youth Service, although it did not provide robust leadership (House of Commons, 2011).

The Albemarle report had significant implications upon the Youth Service as it struggled to find its identity and purpose which was evident within the Milson and Fairbrain report and the Thompson report. These two reports set out to evaluate the Youth Service and recognised Youth Work practice as a social good, although Youth Service delivery would be subject to change determined upon social, industrial and political change (Davies, 1986). In addition to this, the Thompson report had expressed a need for Youth Services to widen their horizons further than youth clubs, and develop various models that would work with groups of young people and contribute to government agendas (Thomson Report, 1982).

### **5.3. The Youth Service from a Welsh perspective**

Further developments include the survey 13 that investigated the Youth Service in Wales. The report identified that the service lacked effective resources and there was a need for rigorous planning to deliver Youth Work practice (HMI Wales, 1984). The report saw the creation of the Wales Youth Work Partnership '*The aim of the Partnership is to provide an infrastructure for the co-ordination of the development of Youth Work practice throughout the voluntary and statutory Youth Service in Wales*'. (WYWP, 1986).

Co-ordination, vision and guidance are all to be seen as necessity to secure a future for the Youth Service, although it is believed this sits in the hands of policy makers that make decisions in relation to funding for the Service. Moreover, as Youth Work seeks to enhance political development of young people, greater responsibilities lie with youth work practitioners, the Youth Service and young people to express the need for a Youth Service (Rose, 1999).

The Thatcher era did not provide any of these necessities to build a robust Youth Service and her ideology focused predominantly on an outcome based service for young people that would socially exclude young people from society due to a drive for a stronger economy. The impact Thatcher had was clear within The Curriculum Statement for Wales, 1992, which set out to provide a vision and purpose for the Youth Service in Wales that aimed to align itself within the lives of young people (WYA, 1992). It is argued the aim was not achieved due to the lack of clarity of the needs of young people that led into a flimsy statutory provision for young people (Williamson, Afzal, Eason and Williams 1996). In addition to this, the Youth Service in Wales primarily served an educational purpose (Jones, 1993) due to leisure facilities serving no purpose as '*leisure is the weak link in the chain of socialization*' (Williamson, 2008. P. 24).

### Devolved Wales

Latter progression to the Youth Service in Wales occurred due to the devolved administration for Wales that had responsibility over education where the Youth Service was said to be best placed (Rose, 2013). The Welsh Assembly Government had a vision to develop greater relationships between statutory, public and voluntary services that would ensure sustainable development, social inclusion and equal opportunities (IBID). This vision required local authorities in Wales to establish support structures for young people that focused upon education, training, employment and contribution to society (IBID).

### **5.4. Youth Service agenda**

Education, employment and training were significant features of practice identified within the Youth Service in Wales, due to demands of social inclusion for young people to contribute to the economy (Rose, 1997 and Rose, 1999). Young people that were seen to be out of education, employment or training were categorised as 'status zero' that later developed into NEET's (not in employment, education or training). Young people identified within this were categorised, and seen with no value, invisible to society, and left a negative perception of young people that did not consider the difficulties that young people faced (WYA, 1999). Viewing young people in this light conflict with a value of youth work practice: that treats young people with respect, valuing each individual young person (LSIS, 2012). Despite this, the Youth

Service appear to have accepted these terms for young people that seek to include them in society, however determined upon the status, they become excluded from society as they are recognised for what they are not doing rather than what they are doing.

### Extended Entitlements

Extended Entitlements were set out and provided all young people in Wales 10 basic entitlements that are based upon encouraging, enabling and assisting young people in education, training, employment and community settings (WAG, 2002). These entitlements can be seen to better equip young people to make a transition to adulthood, and the Youth Service in Wales would contribute to the effectiveness of the vision through adhering to the Youth Work Curriculum Statement for Wales (WAG, 2002).

The Curriculum Statement for Wales (2002) viewed young people in a positive light despite the previous section that stated claims of the reductionist view of young people. Moreover the curriculum set out a vision for the Youth Service that would work in accordance with the needs of young people through various methods that include centre based, detached, outreach, targeted work and one to one support (WYA, 2002). In addition to this, the practice would be grounded upon voluntary relationships, non formal/informal learning and collaboration between various agencies that provide services to young people that would be seen as key partners to the service (WYA, 2002).

### Partnership

Partnership working was also a requirement of Extended Entitlements that required 22 local authorities in Wales to set up young people's partnerships to ensure the entitlements of young people were met (WAG, 2002).

John Rose, a pioneer of the Youth Service in Wales, has declared his concerns regarding a model of partnership working due to the differences of organisations that could impact on the future of young people if time is not spent to develop trust between all parties (Rose, 2004). In addition to this, good practice of partnership work includes a true compassion to meet the needs of young people, broad

outcomes, young people are seen through a positive light and relevant stakeholders choose to be involved (Sims, 2012).

### National Youth Work Strategy for Wales 2007

The National Youth Work Strategy for Wales 2007 (WG, 2007) paid a positive due regard to the Extended Entitlements, and would seek to further develop and contribute to entitlements identified through the framework of the Youth Service delivered through local authorities and voluntary organisations that are underpinned by 5 characteristics

1. *The voluntarily involvement by young people who have chosen to engage in the process*
2. *Being age specific, focused on 11-25 year olds*
3. *A non-formal education approach*
4. *Being driven by a young person-first approach*
5. *Universal approach (WAG, 2007 p.3).*

It was argued these five characteristics would be part of a vision to become a 'world class' Youth Service (WAG, 2007, p.3). Jeff's and Smith have further elaborated upon these 5 characteristics although much the same as provided within the strategy and have argued if one of these are not present, it cannot be called Youth Work (Jeffs and Smith, 2008).

### Outcomes

Outcomes, a phrase commonly aligned with the Youth Service in Wales, drives away from the value of Youth Work that is focused upon a process with young people, not the outcome (Young, 2006). This can build up a tension between professional practitioners that work in the Youth Service as they are aware of the implications these have on developing and maintaining a purposeful relationship with young people (Harrison and Wise, 2005).

The Youth Work Strategy for Wales had set out to locate the Youth Service within the lives of young people and policy makers, although it is believed it placed itself within the policy demands of Welsh governments to provide young people with

additional skills and qualifications that will enhance their educational journey (WAG, 2007 and Rose, 2007). This demand conflicting with the non formal characteristics as the strategy provided a set of outcomes that are broadly identified as active participation, wider skills development and enhanced emotional competence (WAG, 2007).

### Accreditation

Local authorities and Voluntary Organisations had argued a need to strengthen the policy that drove their practice (Sims, 2012). Despite this, the Youth Service in Wales was set for an '*epidemic of accreditation*' (Rose, 2009). Accreditation was the chosen method to measure outcomes and to 'skill up' young people (Davies, 2008) to demonstrate the effectiveness of the Youth Service. This led into many organisations such as Cardiff Youth Service to provide young people with opportunities to gain accreditations through various projects such as The Duke of Edinburgh's Award and various other projects, although it was recognised this was not a sustainable model (Estyn, 2007).

Accreditation has sparked debate among many academics within the field, a collective argument suggest the Youth Service needs to measure more than certificates young people receive, and Youth Services should value young people for their being not their becoming (Sims, 2012). In addition, accreditation can lead into a wider debate that is argued to have led the service to becoming ever more formal in its approach (Fusco, 2012).

### **5.5. Current perspective into the Youth Service in Wales**

Prior to the National Youth Work Strategy for Wales 2007 there has not been a drive from Welsh government until 2014 to provide direction for the Youth Service in Wales, although it is evident between 2008-2013 there have been challenges facing the service (Rose, 2013). The major challenge that has faced the service is public spending cuts that have had significant impact on the Youth Service in Wales.

Throughout the investigation of the developments throughout the Youth Service in Wales, it would appear to be that there was a lack of strategic leadership within the service that has led into the service struggling to find its value, identity and purpose.

This evident within the literature provided as Youth Work values and principles have been challenged as policy makers wish to incorporate 'Youth Work' into forms of work that tackle policy agendas focused on up skilling young people to employment. These are still a feature within the Service and it may be argued the reasoning behind this is due to the service being overly concerned with itself and has failed to understand the needs of young people (Williams, 2013). The needs of young people are set to provide a focus of practice within Youth Work, as the agenda is set upon their needs (Ord, 2011). As the Youth Service has failed to do this, policy makers will only continue to fund the service if a contribution is made to policy agendas (Cooper, 2012).

The Youth Service is viewed by the Welsh Government to play a vital role contributing to key policy agendas of the Welsh Government that include reducing the amount of people living in poverty and to improve the number of young people not in employment education or training (EET). Welsh government have identified that young people not in EET are disadvantaged within their communities, having significant impact upon their lives that could lead into poverty (WG, 2012).

#### Accountability

To ensure the Youth Service is contributing to lowering the young people that are not in EET and the poverty agenda a stronger accountability is upon organisations and also practitioners seeking to question these policy agendas, causing ethical issues that could lead into stress for individuals if supervision and support structures are not in place (May-Chahal and Coleman, 2003).

#### Targeted approach

Current practice seeks to work in accordance with policy agendas is primarily focused upon a targeted approach within a formal setting as a demand requires the service to work with young people to raise aspirations, improving standards in education, increasing skill levels and reducing inequalities in health and wellbeing (WG, 2012). This impacting upon the key characteristics of the Youth Service that include the universal approach, informal learning, voluntary relationships and young person first approach, it is argued these characteristics have been squeezed until they are no longer a feature within the Youth Service (Williams, 2013).

### National Youth Work Strategy for Wales 2014-2018

The National Youth Work Strategy for Wales 2014-2018 has expressed a demand for the Youth Service to become better placed within the formal education setting, to ensure a future for the service, which has a vision to provide targeted provision in accordance with need, co-ordinated support and to secure a robust evidence base (WG, 2014). These demands clearly led from a political environment that would appear to fail to respond to the needs of young people, subsequently it is argued this practice cannot be called Youth Work (Jeffer and Smith, 2008).

Moreover, it is argued practitioners need to accept the change of practice that may conflict with certain values and principles; however there is a requirement on the Service to respond to the needs to contribute to the wider society through developing effective and purposeful relationships with young people that produces outcomes (Wylie, 2010).

### **5.6. The Youth Engagement and Progression Framework**

The Youth Service in Wales wish to establish a network of lead workers that will work with vulnerable young people in Wales to support them through their educational journey, and practitioners will have clear vision through a national framework: The Youth and Engagement and Progression Framework (YEPF) (WG, 2013).

The YEPF is a commitment from Welsh Government to increase the engagement and progression of young people into employment, education and training. The framework is based upon six key elements:

- *Identify young people most at risk of disengagement*
- *Better brokerage and coordination of support*
- *Stronger tracking and transition of young people through the system*
- *Ensuring provision meets the needs of young people*
- *Strengthen employability skills and opportunities for employment*

- *Greater accountability for better outcomes for young people* (WG, 2013. p.6)

Many of these elements have been implemented within Youth Services in Wales as identified within the literature. Despite many of these requirements conflicting with key values and characteristics of Youth Work, these have not been completely identified within policy frameworks, which have led into lack of direction that has left the service without a vision and purpose.

This Framework is non-statutory although all local authorities are responsible for implementation of the framework. A lack of research has not determined the frameworks effectiveness and its impact on the Youth Service due to the YEPF being recently published in 2014. The latter stages of this research will seek to unpack what impact the YEPF has had on Cardiff Youth Service that will create an awareness of factors that impact on a service through the McKenzie 7s model that incorporates structure, systems, style, staff, skills, strategy and shared values (Waterman et al, 1980)

### **5.7. Conducting research within Youth Work**

Carrying out research within the Youth and Community work field can be argued to be a requirement for practitioners as they are encouraged to carry out research into the area of practice they are engaged with (Sapin, 2009). Bradford and Cullen support this by arguing Practitioners are well placed to carry out purposeful research, as they are situated within political fields and within the lives of young people, although they are to pay due regard to the ethical dilemmas that come with carrying out research (Bradford and Cullen, 2012). Despite this, many youth workers do not engage within this process and prioritise carrying out practice with young people, overlooking the academic process that influences organisations, practitioners and young people (Mills and Kraftl, 2014). Therefore this study is of importance as the research a Youth and Community Work practitioner sets out investigate the impact the YEPF had had on Cardiff Youth Service through gathering the views and opinions of practitioners, management teams and young people. Subsequently this study could impact on practitioners of the field and the service young people receive this is why ethical considerations will be discussed at length within the methodology section.

## **5.8. Conclusion**

To conclude, the literature presented has identified key milestones and policy frameworks that have significant impact upon Youth Work practice and the Youth Service in Wales. It is evident the field has urged the Welsh Government to provide the Youth Service in Wales with a clear vision in purpose, however, this has been somewhat of a prolonged feature that has not occurred yet. Due to the Service waiting for the Government to provide the vision; the practice carried out by practitioners has been based upon key policy agendas that include work with NEET young people that are based upon a targeted approach, and a need for practitioners to become accountable for their practice in addition to providing set outcomes.

The literature review acknowledged the lack of research into the Youth Engagement and Progression Framework however the six key elements core to its approach, are features within the Youth Service that have been presented within the research. To expand upon the need to carry out research within this area, the literature acknowledged the importance and relevance to carry out research within Youth and Community Work Practice.

Through focusing upon the gap in the literature and identifying how the framework has impacted upon Cardiff Youth Service through the McKenzie 7s model, it is hoped the research will provide an evidence base for Cardiff Youth Service for further developments and make other local authority Youth Services aware how the framework can impact upon the Service. As identified, the audience for the research that will be conducted places itself within the lives of management within the Youth Service, however the research will set out to gather the opinions and views of management in addition to practitioners carrying out practice that work in accordance of the framework. Furthermore, through carrying out the research in line with the chosen topic, it will enable the author to collate the views of practitioners and able to provide a set of recommendations that will enhance the delivery of practice and of importance, and ensure young people in Cardiff are able to receive the finest service possible.

## 6. Methodology

This chapter is intended to set out a framework for the research that will establish the chosen methodological design that is relevant to the study; justify the chosen methods to carry out the study in addition to discussing ethical dilemmas that arise throughout. In addition, this chapter will work in accordance with the aim of the study which is to investigate how the YEPF has impacted on Cardiff Youth Service through the use of the McKenzie 7s framework.

### 6.1. Methodology

Methodology is a common phrase used in research as it underpins the aims of the study and provides the researcher with clear direction; however choosing the methodology design can be complex as it requires researchers to be critical of the chosen methodology (Williams, 2011). Selection of methodology for researchers can be seen to be the second phase of carrying out effective research, as the first stage of research is already established as the previous chapter expressed the need for the research to be carried out (Creswell, 2014). The choices are between qualitative, quantitative and a mixed method methodology.

#### Quantitative Research

Quantitative research focuses on statistical tools that will measure the chosen topic through the expression of numerical data (Hoy, 2010). This methodology is an effective approach as it argued to have a realistic perspective and is able to generate impact due to the validity of the data collection (Mujis, 2011). This approach however does not coincide with the research topic as its aim is to identify how the YEPF has impacted on Cardiff Youth Service through the use of the McKenzie 7s model, where true meaning is needed to generate impact. The intended impact of this study is to provide Cardiff Youth Service with robust evidence base into how the YEPF has impacted the service; however this will not be achieved through statistics and figures.

## Qualitative Research

Qualitative research can have broad meaning, as it is argued this design of research is conducted when research produces findings that are not numerical (Hatch, 2002). However from a social perspective, qualitative research seeks to gather evidence that is not quantifiable that includes feelings, views and experiences (Ritchie, Lewis, Nicholls and Ormston, 2014). This approach works in accordance with the aim of the research as the research will be conducted with management and practitioner to gather their views. In addition to this, qualitative research is located in a particular setting with clear boundaries (Holliday, 2007), the setting of the study evidentially will focus on Cardiff Youth Service and this also sets clear boundaries for the study.

Evidentially the chosen methodology of the study is a qualitative approach, however choosing this methodology requires researchers to encounter the array of designs available under the qualitative umbrella. These research designs include action research, participatory research, ethnography, case study research and many more (Willis, 2008). Each of these designs has a certain set of guidelines and it is argued the research design adopted enables researchers to apply structure to their study (McNabb, 2010).

### **6.2. Case study research**

Case study research can be defined as:

*'A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'*

(Yin, 2009).

The chosen design is thus a case study as the aim of the study is to gain a deeper understanding into YEPF, and bounded to Cardiff Youth Service whilst gathering the views and opinions with practitioners in the field (Creswell, 2014). Evidentially the previous chapter has determined the need for the research; however to further developments there is a need to establish clear boundaries which are focused on Cardiff Youth Service. The introduction chapter outlines the organisational structure, however prior to exploring the methods used to carry out the research there is a

need to gather the background of the research, in addition the two participants directly concerned with the data collection.

### Background of the researcher and participants

The researcher is a level six student at the University of Wales of Trinity Saint David studying Youth and Community Work. His background of Youth Work have been predominantly through Cardiff Youth Service with experiences of being involved in youth forums and paid positions at Youth Clubs. Currently the researcher is in a position where he is a part of a team of Lead Workers working in accordance with the YEPF and has been engaged with this practice since September 2014.

Both participants that will be central to the data collection will be made anonymous to ensure no harm comes to them from participating in the research (BERA, 2011). In addition, the participants will be informed of the aims of the research and have the opportunity to engage voluntarily, this acknowledged as good practice in research as well as working in accordance with Youth Work Characteristics (BERA, 2011 and WAG, 2007). Moreover, both participants are paid officers of Cardiff Youth Service one working at a management level and the other a Lead Worker.

### **6.3. Methods**

Case study research enables researchers to choose diverse methods to collect data, these methods can include the use of media, interviews, participant observation and many more (Silverman, 2011). The chosen methods to carry out the data collection include two semi structured interviews and participant observation. The following section will provide further information of the chosen methods and justify why they were chosen.

#### Semi structured interview

Semi structured interviews are an adopted method of the research as it enables clear direction for the research through the use of open-ended questions (Schensul, Schensul and LeCompte, 1999). Two semi structured interviews were conducted to collect data, one with a person with a management role within the Service; and the other, to a practitioner in the field. The questions posed to each participant were open-ended questions that encouraged participants to reflect on their experiences

and express meaning (Galleta, 2013). A draft of the questions can be found in appendix 2.

This method was chosen due to its informal nature that would seem to be in accordance with Youth Work characteristics such as the informal approach and its voluntary engagement which enabled the study to gain a deeper understanding into the subject area (Bradford and Cullen, 2012). In addition to the strengths of the chosen method, Mitchell and Jolley argue there are a number of weaknesses which include interpretation of data collected (2013). This weakness has been addressed through the data collection process as the researcher has respectively recorded transcripts of each interview, which are stored in a safe place and will not be kept longer than necessary due to data protection issues that work in line with ethical procedures of the study. Furthermore, excerpts through thematic analysis will be used within the following chapter to demonstrate the research gathered and express both participants' views within each of the sections of the McKenzie 7s framework.

### Participant observation

Participant observation; the additional method used for the data collection is a method commonly used within a qualitative paradigm to establish a deeper understanding of the topic (DeWalt and DeWalt, 2011). The participant in this case is the researcher and required to draw upon his own experiences, views and opinions to enhance the data collection. It can be argued this method can cause a form of bias, however bias is accepted in a qualitative study, although through reflection, which is a requirement for all Youth Work Practitioners (LSIS, 2012) and within the framework of the research, the researcher is able to be open and honest about observations (Burgess, 2013). In addition, this method complemented the semi structured interviews which arguably led into a triangulation of methods which demonstrates rigour (Shenton, 2004)

This method can cause debate due to its ethical dilemmas, as observations may draw upon other practitioner's views without informed consent (Cargan, 2007). To ensure this ethical dilemma is upheld the researcher will ensure they inform all participants of the study and they are able to participate on a voluntary basis with their identity being made anonymous.

#### **6.4. Sample size**

As identified above the sample size of the study entails two participant through semi structured interviews and further participants through observations. The observations will however have a larger small sample size of four to seven participants. Small sample size are required of small case study research studies as large samples become unmanageable due to large amounts of data (Hulley, Cummings, Browner, Grady and Newman, 2007) . Despite the study having a small sample size the it is however of value as it does capture the views and opinions of practitioners on how the YEPF has impacted on Cardiff Youth Service.

#### **6.5. Data analysis**

The data analysis phase of the research will draw upon each of the methods used and present the data through thematic analysis; in this case a thematic framework was adopted to help analyse the data. This form of presenting data highlights key themes that occurred throughout the data collection and presents it within categories (Guest and MacQueen, 2008). Of importance to the study a critical review is needed to generate impact (Schostak and Schostak, 2012) to achieve this, seven themes were already set out through the McKenzie 7s framework, any additional themes that emerge will set out an additional theme.

#### **6.6. Ethics**

Ethical procedures require consideration prior to any research conducted to overcome any issues that may occur, and to ensure moral integrity is upheld and ensure the findings are trustworthy (Mauthner, Birch, Jessop and Miller, 2002). Ethical dilemmas for this study can be viewed from four perspectives. One has already been discussed, which is the ethical issues in the chosen methods that work in accordance with the British Educational Research Association ethical guidelines (2013). The ethical principles of the guidelines ensure freedom for participants, data protection and to ensure no harm is made to participants (BERA, 2013). These principles have been applied through ensuring participants engage on a voluntary basis, informed of the purpose of the research, identity of participants are anonymous, and transcripts will be recorded, although only kept for a limited amount of time. Furthermore, this section will discuss the ethical issues from the remaining

three perspectives which include university requirements, organisation integrity and roles of employees.

Prior to carrying out any research there was a need to obtain ethical approval from University of Wales Trinity Saint David's ethics committee. The ethics form can be found in appendix 3 which contains information of the chosen methods and ethical issues that may occur throughout the research. Additionally it was required to complete a proposal form for the study and obtain approval from the dissertation supervisor Nichola Welton which highlight the purpose, aims and methods of the study, and can be found in appendix 4.

Communication between the researcher and Cardiff Youth Service is essential throughout the stages of the research to ensure the service is aware of the purpose of the study and to ensure ethical procedures are respondent throughout the study. Firstly, it was required to obtain approval to carry out the study from management of the service and this was done prior to carrying out any form of research. Additionally it is argued researching into organisation can be complex due to need for the researcher to understand the purpose of the organisation (Symon and Cassell, 2012). However due to the researcher having grounded practice within the organisation the researcher shares the same beliefs as the organisation to provide the best possible services to young people in Cardiff. In addition, from an ethical perspective the researcher is intended to uphold the brand of the service, although being critical of the organisation (IBID).

The researcher, an employee of Cardiff Youth Service, holds certain responsibilities that work in accordance with the Code of Occupational Ethics for the Youth Service in Wales (2012). These responsibilities include respecting employers, equality, confidentiality, healthy and safety and bound to expectations of the organisation (ETS, 2012). In addition to this, it is acknowledged employees can conflict against ethical principles of organisation as they may have different ideologies (Sercombe, 2010). However, due to the chosen methods all data collected will respectfully be presented and efforts will be made not to miss interpret any views or opinions.

### **6.7. Reflection on the data collection process**

Reflecting on the data collection process has provided a set of challenges due to the researcher feeling as though he did not have the capability of carrying out a study, as it requires interviews and observations of other practitioners. However, as the research progressed, it was felt the relationships between both researcher and participants enabled an informal environment and a natural data collection process (Greener, 2011). Another challenge was due to Cardiff Youth Service currently undergoing restructures due to budget cuts and it would prove difficult to arrange to meet with practitioners. These challenges were recognised prior to carrying out the study and the researcher was able overcome this by setting out time frames to complete each stage of the study and it is felt these were managed appropriately.

The sample size of two for the semi structured interviews was firstly seen to be very low however it is felt to have been strengthened by the observations conducted over a longer period of time. Additionally, these observations enabled the research to advocate on behalf of young people (LSIS, 2012) and ensure services are meeting the needs of young people (United Nations, 1989).

## 7. Presentation of data

This chapter presents the data gathered from the data collection stage of the research which was discussed within the previous chapter. The data presented has been gathered through the use of two semi structured interviews and observations from the researcher and categorised into key themes through the use of the McKenzie 7's framework. Each theme will be presented through a summary of the topics or issues discussed for each theme in addition to the use of experts to further support the discussion. To ensure the ethics that were discussed in the previous section are upheld, all participants' identity is anonymous and will be referred to within this section under other names;

Tim - person with a management role at Cardiff Youth Service.

John - Lead Worker at Cardiff Youth Service.

### 7.1. Structure

The research identified Cardiff Youth Service is the first local authority in Wales to appoint a bespoke team of lead workers to work in accordance with the YEPF. Highlighted throughout; both interviews and observations have brought challenges to practitioners and management teams within the Service due to its complexities of placing lead workers with youth work experiences within formal settings. Acknowledged by both Tim and John, being placed within formal structures however seems to have positives:

*'We can become more professionalised as a profession and show we can do more than just play pool with young people'* (John).

*'It's a lot more targeted, more structured than general youth service, it's a part of a wider agenda, its high profile and its overseen/co-ordinated by the engagement and progression framework manager at Cardiff Council'* (Tim).

Additionally lead workers located within both the Youth Service structures and schools across the city has its disadvantages:

*'Lead Workers are accountable to the Youth Service and the schools each Lead Worker are placed within'* (Tim).

## **7.2. Systems**

The systems in place subsequent to the YEPF have ensured key organisations that provide services to young people such as schools, Youth Services, Careers Wales and specialist organisations such as mental health services are able to communicate effectively to ensure a holistic wrap around delivery.

Communication between all organisations through management information services (MIS) enables all organisations to access relevant information and to ensure no duplication occurs both interviews identified that:

*'The systems in place allow all organisations to come together and provide data through one platform'* (Tim).

*'Recording interventions between lead workers and young people are good but could be more practical'* (John).

## **7.3. Staff**

The Youth Service has employed a team of 11 lead workers all with diverse skills and experiences John stated:

*'The team is very diverse all with different experiences and contribute to a strong team'* (John).

These appointments of staff members were possible due to a steady cash flow from the Welsh Government and ring fenced school budgets, although they are not supported by JNC terms and conditions. Lead workers were appointed on NJC terms and conditions. Observations conclude that this has caused distress from lead workers due to its low salary for the role.

## **7.4. Style**

The style required by lead workers working in accordance with the YEPF are based upon youth work pedagogy that places young people at the centre, empowers young

people to make informed decisions and is primarily based upon the relationship between practitioner and young person, this supported by Tim as he feels:

*'As a service I feel we have protected the value base of Youth Work as the service is demanded to become more modernised to tackle policy agendas' (Tim).*

Furthermore in relation to the style, the research has suggested the style lead workers adopt through an informal approach have become challenged by being placed within formal settings John a practitioner in the field stated:

*'I have always got my Youth Work hat on, having the ability to engage with young people is key but with this practice you need to be able to adapt to be able to present yourself in a more formal way when you speak to teachers to make you and the service more credible' (John).*

### **7.5. Skills**

Both interviews and observations identified the skills required from lead workers are much the same as youth workers although it recognised having the ability to engage with young people is key to the success of the YEPF implementation in Cardiff Youth Service, John eluded to this by acknowledging:

*'Engaging with young people is so important in this job it is all about the face to face practice' (John).*

Additionally, observations highlighted that lead workers conduct similar practices to social workers, councillors and restorative models of practice. It is felt that the Youth Service should have continual professional development opportunities that enable practitioners to develop and enhance their skill set to offer young people the best possible service and adhere to young people's needs.

### **7.6. Strategy**

Thoughts towards the YEPF in Cardiff Youth Service are extremely positive as it has provided a focus, vision and highlighted key issues. Both interviews expressed their thoughts towards the YEPF and identified:

*'The YEPF was definitely needed as the Youth Service has been working with young people that are at risk of becoming NEET but there has never been a policy that informs the practice' (Tim).*

*'The YEPF has brought a shift from schools not passing on relevant information to them having a responsibility to recognise the national agenda with the support from Lead Workers' (John).*

*'As Cardiff is trail blazing the implementation of the YEPF and has employed a bespoke team of Lead Workers I feel we are able to share good practice with other local authorities across Wales' (Tim).*

Furthermore from the point of view from lead workers it is agreed that managers in the field could inform practitioners regarding the YEPF and how they are contributing to the agenda. John a practitioner in the field feels:

*'We could be more informed about the policies and how we contribute to the agenda' (John).*

### **7.7. Shared Values**

It was recognised all lead workers all have different experiences when working with young people and are all situated within schools across the city. The Youth Service needs to ensure they are able to inform the schools of the role of lead workers and begin to understand the value base they imbed into their practice. Tim strongly argues the demand to protect the value base and stated:

*'We need to work with the schools to make sure they know what we are about and we can begin to see young people as a person rather than an outcome' (Tim).*

### **7.8. Summary**

Evident within the data presented the YEPF has impacted Cardiff Youth Service highlighted through the use of McKenzie 7's framework. Common features among all of the themes are the impact the YEPF has had from a value base perspective of the Youth Service where clear challenges have occurred for the Service and practitioners in the field. Additionally it has been stated the YEPF has however

provided vision and guidance for the Youth Service highlighted within the strategy theme. The following chapter will discuss each theme in relation to the theory presented in the literature review.

## 8. Discussion, analysis and interpretation of the data

The data presented in the previous chapter established 7 key themes in line with the thematic framework to analyse them. These themes include structure, systems, staff, style, skills, strategy and shared values (Waterman et al, 1980). This chapter will establish a discussion for each of these themes gathered through semi structured interviews and observations through relating back to the literature review that highlighted some key policy frameworks for the Youth Service in addition to other relevant theory. Furthermore this chapter is intended to accomplish the aim of the study that is to investigate what impact the YEPF has had on Cardiff Youth Service in depth.

### 8.1. Structure

The literature gathered surrounding structures within the Youth Service in Wales has identified it has traditionally served a place in educational settings (Education Act, 1944), although disconnected from formal education to serve its own purpose of providing informal and non-formal education to young people (WYA, 1992 and WAG, 2007). Recent policy agendas propose that for the Youth Service in Wales to have a prosperous future they need to become closer aligned to formal educational structures (WG, 2014).

The research gathered within the previous section identified the YEPF has guided Cardiff Youth Service to become closer aligned to schools, placing a bespoke team of lead workers in each school in Cardiff. Additionally, it was recognised the complexities that come with placing Youth Workers in formal settings due to its practice being informal in its nature. However, to secure a future for the service it is felt that being placed within formal structures enable the sector to become more professionalised and more structures are in place for the service.

Whilst carrying out the research it was evident that having youth workers placed in formal settings increases the accountability of practitioners as they are made accountable to the schools they are placed within in addition to the Youth Service.

Accountability was a sub theme discussed within the literature review although not elaborated upon in great detail; however it recognised practitioners with strong accountability can cause ethical issues due to practitioners suffering from stress. Furthermore accountability isn't a feature that can be forgotten about as it is a requirement of the YEPF, however the Youth Service needs to put in place support structures to support staff.

## **8.2. Systems**

It was recognised throughout the data collection stage the systems that come with the YEPF has had significant impact on the service as it requires a model of partnership working to support young people. Literature suggests that partnership working has been a requirement of the Youth Service since 2002 to ensure entitlements of young people were met (WAG, 2002). In addition to this, working in partnership does raise questions within the service due to its complexities of values and purposes of each organisation (Rose, 2004). However to ensure the YEPF is successful through the implementation of its six key elements partnership working is key as it ensures the demands of the policy agenda, and the needs of young people are met (WG, 2013).

## **8.3. Staff**

The YEPF has seen Cardiff Youth Service able to appoint new members of staff that are recognised as Lead Workers that work in accordance with the framework. This can be seen as a notion similar to the Albemarle report that supported the Youth Service to achieve its aims through increased funding for the service (Smith, 2002). Additionally with the cuts in the Youth Service having a great impact on staff in the service, which was not discussed in the literature review, the Welsh Government have supported this framework through ensuring funding is available for local authorities to contribute to the policy agenda.

Terms and conditions of Lead Workers who have been appointed have been somewhat of a debate in the service as they do not work in accordance with JNC conditions that support the Youth Service in Wales. Alternatively, Lead Workers have been placed on NJC terms and conditions which have led into what is thought to be

a low rate of pay. Recommendations to resolve the solution for this argument will be highlighted within the following chapter.

#### **8.4. Style**

The style adopted by Lead Workers as a demand from the YEPF is argued to adopt youth work values and principles, as it places young people at the centre of its practice. Additionally Cardiff Youth Service has protected these youth work characteristics that are discussed within the literature review that argues if one of these five characteristics is not present it cannot be called Youth Work (Jefferies and Smith, 2008). It is believed the voluntary participant has been upheld due to young people choosing to be involved in the process; it works with young people aged 11-25 and despite being placed within formal structures Lead Workers adopt an informal or a non-formal approach (WAG, 2007). The remaining two characteristics that include having young people at the centre and a universal approach cause debate as it believed the agenda of increasing attainment and attendance of young people at the forefront of the YEPF (WG, 2013) is driven by policy makers and requires a targeted approach as not all young people access the service.

#### **8.5. Skills**

Skills required of youth workers were not discussed at great length within the literature review however this is of key importance, as it determines what skill set is needed to become a practitioner that works with young people. The literature does support the requirements set out in the National Occupational Standards (LSIS, 2012) that determines a set of 41 standards that are categorised within 5 categories. These standards ensure practitioners are able to practice as fully qualified practitioners and serve young people, communities and organisations to the best of their ability.

Whilst carrying out both interviews and observations it was evident the skills required of Lead Workers to work in accordance with the YEPF require a specific skill set. Of critical importance, to ensure the framework is implemented effectively, Lead Workers engaging young people determines its success. The theory in the literature review supports this by noting building meaningful relationships with young people is of key to the role of youth workers, although with set outcomes from the YEPF that

are focused upon attainment and attendance, this can cause tension (Harrison and Wise, 2005). It is believed these 'tensions' have not been of occurrence within the observations and the views of practitioners as they adopt an informal style that places young people's needs first and foremost prior to the demands of the set outcomes.

Additional skills other than traditional youth works hold have also been recognised although have not been noted in the literature as there is very little literature regarding the shift between traditional through social provisions to youth work models of practice that focus on lowering the figures of young people not in EET. In the context of this study it is recognised that there is a need for wider skills set to ensure the YEPF is to achieve its full aims through Lead Workers which include counselling, social work and restorative practice. To become a professional in any of these fields a degree classification is needed however to support Lead Workers to gain appropriate training to carry out their roles a recommendation will be visible in the following chapter.

## **8.6. Strategy**

The literature presented several strategies that have been well recorded throughout the Youth Service in Wales which include the Extended Entitlements (2002) and the Youth Work Strategy for Wales (2007). It is believed these strategies have tried to set out a vision for the Youth Service in Wales have caused frustration in the field as there is seen to be a lack of guidance, support and coordination of the future of the Service (Rose, 1999). Therefore the National Youth Work Strategy for Wales was published in 2007 (WAG, 2007).

Recent strategies include the YEPF (2013) and The National Youth Work Strategy for Wales 2014-2018 (2014). Due to these strategies being recently published, a lack of research suggests their effectiveness, although this study set out to record what impact the YEPF has had on Cardiff Youth Service.

Evident within the previous chapter views, thoughts and opinions have suggested the YEPF was needed to provide vision for the service; however, Cardiff Youth Service is the first local authority in Wales to employ a bespoke team of Lead Workers. It was recognised that the YEPF has brought a more collaborative

approach to working with partners and the need to share relevant data to support young people in Cardiff to lead prosperous futures. These are impacts recognised as the YEPF has enabled services understand others practices with a hope to provide support to each other. This is also a feature of this study, as it seeks to provide other local authorities with support, guidance and ways to share good practice.

### **8.7. Shared values**

Shared values are an important theme to consider as values have constructed the Youth Service in Wales, evidenced throughout the literature review (Rose, 1997). These values that have guided youth work practice in the service can be seen to have been abolished (Williams, 2013). Data gathered in relation to Cardiff Youth Service it is evident the youth work values have been upheld. Lead Workers working in accordance with the YEPF have vast experiences of youth work practice and embed a style that treats young people equally and with respect (Young, 2006).

The challenge that does face the Youth Service is to inform key partners that include teachers, schools and Careers Wales of the youth work pedagogy underpinned by a certain value base. It may be argued this has been a feature throughout the developments of the Youth Service as practitioners have tried to demonstrate their worth; however, mechanisms to do so have not been robust enough. As the service begins to move from its case study formats of demonstrating its worth to more data driven models (ETS, 2012), the researcher would argue it is of significant importance to ensure the service still implements its values and begin to change mindsets with key stakeholders of viewing young people as people rather than objects.

## 9. Summary and conclusion

This final chapter will draw the study to a conclusion by establishing whether the primary aim which is to determine what impact the YEPF had had on Cardiff Youth Service was addressed through summarising the main findings. Additionally this chapter will draw the reader to the attention of the secondary aims which set out to provide an insight to other local authorities as it was recognised Cardiff Youth Service is among the first local authorities in Wales to implement the YEPF within youth services. Furthermore a set of recommendations will establish will be of use for the learning of other local authorities and for further developments to Cardiff Youth Service.

### 9.1. Summary

The results established 7 key themes in accordance with the McKenzie 7's model which were structure, systems, staff, style, skills, strategy and shared values (Waterman et al, 1980). These themes, equally important as each other as they all have a role to play within organisation and contribute to the service young people receive.

Taking into consideration youth works value base that has developed in its practices for generations that has primarily served an informal and non-formal educational role within society, the results illustrate Youth Work practice in Cardiff Youth Service now serves a place in educational structures (Rose, 1997 and WG, 2014). Whilst touching upon the value base of youth work the YEPF has had implications on the Service as practitioners are faced with a challenge to implement distinct values that places young people at the centre of its approach and grounded its practice on respect and equality (LSIS, 2012 and Young, 2006). The results under the themes of skills and style have suggested lead workers are well able to implement the characteristics of youth work; although the role focused upon the attainment and attendance of young people requires lead workers to have a wider skill set than traditional youth work skills, this is a factor that will be highlighted within the recommendation section, and will set out how the Cardiff Youth Service can seek to overcome these challenges and provide learning for other Local Authorities within Wales.

The demands from a policy driven agenda set out within the YEPF (WG, 2013) and the National Youth Work Strategy for Wales 2014-2018 (WG, 2014), which requires the Youth Service to come closer aligned to formal education and to contribute to the NEET agenda (WG, 2013 and WG, 2013). These policy agendas however have seen to bring a vision for the service which has been necessity demanded from practitioner and academics within the field (Rose, 1999). Additionally the YEPF has seen a job creation within Cardiff Youth Service which has brought a team of diverse staff labelled as Lead Workers. Questions arise however from the data gathered that argues whether the YEPF fully supports the value of youth work as they do not support the JNC terms and conditions and adopt the NJC policies which is thought to bring a low salary for lead workers.

Partnership working a model of practice demanded with the YEPF is set out to ensure young people are able to receive support in addition to tackling the NEET agenda through early intervention. Lead workers are required to coordinate this demand as organisations such as Careers Wales, schools, teachers and specialist organisation seek to work together to ensure young people receive the support to secure prosperous futures. The findings suggest, through the demands of challenging this policy agenda and coordinating a platform of partnership working does bring with it greater accountability for lead workers. Literature suggests this can bring with it greater stress levels for practitioners that can impact upon young people; however, within the recommendation section it will be evident how this can be managed appropriately (May-Chahal and Coleman, 2003).

## **9.2. Conclusion**

In conclusion, strategies that have set out to provide vision and a clear agenda for practitioners and organisations have been under the microscope by academics suggesting their concerns for the future of the Youth Service as well as the value base being demoralised (Williams, 2013). A review of literature was carried out to determine key developments and strategies that have impacted on the Youth Service in Wales, the theory identified a gap within the research as a lack of research determined the impact of new strategies set out by the Welsh Government to provide a future for the youth service. The researcher placed within Cardiff Youth

Service established the aim, which was to investigate the YEPF has had on Cardiff Youth Service. The aim achieved through carrying out semi structured interviews and observation in the field in relation to 7 key themes.

Cardiff Youth Service are one of the first to implement the YEPF within their youth service, and as in any new project, challenges will occur, with this another reason the research was conducted, as it highlights key issues which can be enhanced in the near future. The research has identified the YEPF has had a significant impact on Cardiff Youth Service, this can be seen to support the Youth Service in Wales through providing vision and increased funding available due to their contribution to policy agendas. Moreover there are some impacts that can be seen to be unfavourable to the Youth Service due the nature of Youth Work practice underpinned by certain values and principles. The following section is set out to challenge these negative impacts through a set of recommendations intended to possible form the Youth Service that is placed within formal structures and contributing to key policy agendas.

### **9.3. Reflection on the process and limitations**

Reflecting on the first initial stages of the study the researcher felt as though he did not have the expertise to carry out a study that would investigate a policy framework and its impacts on Cardiff Youth Service. However, the researcher positioned within the Service working in accordance with the YEPF was well situated to carry out the study. Whilst carrying out the literature review the researcher gained knowledge into the developments of the Youth Service in Wales and how policy frameworks have impacted on the principles and values of the Youth Work. Latter stages of the researchers enabled the author to gain confidence as a need for the study was established. It was identified relatively early in the study the researcher would conduct the study as a relatively small study bounded to Cardiff Youth Service and a small sample size of data collection, this due to time constraints of the researcher and the pressures upon practitioners in the field. This was a challenge faced with the researcher; however, this managed appropriately through time management and dedication. Despite the study being a small case study research project the research still of value as it has highlighted how the YEPF has impacted on Cardiff Youth Service and could provide support for other local authority Youth Services in Wales

when implementing the YEPF which the researcher takes great pride of. The following section will establish a set of recommendations that will note how this research study could progress to gather the views and opinions of a wider cohort and how the value base can be protected in contemporary practice.

#### **9.4. Recommendations**

1. Firstly, as stated throughout this piece of work, this study was bounded by Cardiff Youth Service and themes were highlighted through the McKenzie 7's framework. The sample size of two semi structured interviews and observations carried out over a longer period of time that set out to gather views, thoughts and opinions of practitioners to gain a wider view of the impact the YEPF has had on Cardiff Youth Service. The researcher urges the management team to take into account this study and produce a document highlighting its success through evidencing statistics, figures and case studies of young people. This document should be available to all practitioners in the field to identify how they contribute to a wider agenda and to other local authorities to share practice.

2. From a wider perspective that considers the Youth Service in Wales it is suggested a widespread study is undertaken within the following three years to evaluate what impact the Youth Engagement and Progression Framework (WG, 2013) has had on a national level.

3. The study highlighted some significant barriers that face Cardiff Youth Service and lead workers directly as they are placed within formal structures and work with other organisations. Therefore a recommendation is to consider developing a pack for the schools and other organisations to understand the value, nature, values and principles of youth work practice. This could be further strengthened by a strategy set out to strengthen these partnership links through a team building initiative intended to break down the barriers of practitioners' values and beliefs to begin to place young people's needs central to their work.

4. The study identified lead workers are required to practice skill sets that require additional training such as social work, restorative practice and counselling. The researcher suggests management teams within Cardiff Youth Service source funding for continual professional development of lead workers to firstly enhance skill sets

and most importantly secure the longevity of this project ensuring young people are able to receive the best support to secure prosperous support.

5. To secure any longevity, the Youth Service needs to evaluate the vital role lead workers play for the future of the service, consider expectations and adjust any pay scales if it is felt the value of the work is vital, and for this to be reflected in the salary of lead workers.

6. Supervision structures should be in place for lead workers to manage accountability appropriately, receive support and professional development. All of these will subsequently lead into ensuring the wellbeing of staff members is managed appropriately.

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# 11. Appendices section

## Appendix 1

### 12 Values of Youth Work (LSIS, 2012)

#### LSI YW00

#### Youth Work National Occupational Standards

#### Introduction



#### Youth Work Values:

##### Participation and active involvement

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

##### Equity, diversity and inclusion:

- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- It is underpinned by the principles of equity, diversity and interdependence,

##### Partnership with young people and others

- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,

##### Personal, social and political development:

- It is concerned with how young people feel, and not just with what they know and can do,
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live
- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues

These values underpin and are to be reflected within the requirements of the relevant standards.

## Appendix 2

# Draft semi-structured interview questions

1. How do you feel the YEPF has impacted on the strategy of the service?
2. Can you tell me a bit more about the structures in place prior to the YEPF?
3. What are your views on the staff of Cardiff Youth Service that work in accordance with the YEPF?
4. Can you elaborate a bit more on the skills needed to conduct this practice?
5. Can you tell me a bit more about the systems in place subsequent to the YEPF?
6. How do you feel the YEPF has impacted on the shared values of the service?
7. Can you discuss the style needed to meet the demands of the YEPF?

# Appendix 3

## Ethics form



PRIFYSGOL CYMRU  
Y Drindod Dewi Sant  
UNIVERSITY OF WALES  
Trinity Saint David

*Is-Ganghellor/Vice-Chancellor Medwin Hughes DL DPhil DPS FRSA*

### Student Ethical Approval Form

(Undergraduate and Taught Masters Programmes – excluding taught postgraduate dissertations)

**Title of Project:** *What impact has the Youth and Engagement and Progression Framework (2013) had on Cardiff Youth Service?'*

**Name of Student(s):** Dayle Luce    **Student No:** 1201297

**Degree Programme and Level:** BA Youth and Community Work level 6  
**Email Address:** 1201297@student.uwtsd.ac.uk

**Supervisor:** Nichola Welton    **Date:** 29/01/15

**Purpose.**

The Ethics Committee does not, under normal circumstances, review and approve research projects and related research activities conducted as part of taught undergraduate, taught postgraduate, taught short course programmes, or undergraduate dissertations. In these cases the school, module leader and supervisor have the responsibility for deciding what authorisation, if any, should be sought. If module leaders are in doubt as to what is appropriate they should seek advice from the Chair of the Ethics Committee.

This form should be used for taught undergraduate and master courses in cases where ethical issues are identified by the module leader, supervisor or school (excluding postgraduate dissertations which require the completion of the standard Research Ethics Approval Form).

This must be signed by the student, their supervisor, and one other member of academic staff. The form should then be stored in the appropriate school office in such a way that records can be easily subject to audit if required. A copy should also be appended to the work in question.

Recruitment Procedures		Yes	No	N/A
1	Does your project include children under 16 years of age?  If so, do you have an up-to-date Criminal Records Bureau (CRB) check?		<u>✓</u>	
	If so, then have you consulted the University's guidance on child protection procedures ?			
2	Does your project include people with learning or communication difficulties?			<u>✓</u>
3	Does your project include people in custody?		<u>✓</u>	
4	Is your project likely to include people involved in illegal activities?		<u>✓</u>	
5	Does project involve people belonging to a vulnerable group, other than those listed above?		<u>✓</u>	
6	Does your project include people who are, or are likely to become your clients or clients of the department in which you work?	<u>✓</u>		
7	Does your project provide for people for whom English / Welsh is not their first language?	<u>✓</u>		

Consent Procedures		Yes	No	N/A
8	Will you tell participants that their participation is voluntary?	<u>✓</u>		
9	Will you obtain written consent for participation?	<u>✓</u>		
10	If the research is observational, will you ask participants for their consent to being observed?	<u>✓</u>		

11	Will you tell participants that they may withdraw from the research at any time and for any reasons?	<input checked="" type="checkbox"/>		
12	Will you give potential participants a significant period of time to consider participation?	<input checked="" type="checkbox"/>		

Possible Harm to Participants		Yes	No	N/A
13	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?		<input checked="" type="checkbox"/>	
14	Is there any realistic risk of any participants experiencing a detriment to their interests as a result of participation?		<input checked="" type="checkbox"/>	

**If there are any risks to the participants you must explain in the box on page 3 how you intend to minimise these risks**

Data Protection		Yes	No	N/A
15	Will any non-anonymised and/or personalised data be generated and/or stored?		<input checked="" type="checkbox"/>	
16	Will you have access to documents containing sensitive data about living individuals?		<input checked="" type="checkbox"/>	
	If "Yes" will you gain the consent of the individuals concerned?			

Researcher Safety		Yes	No	N/A
17	If relevant to your research, have you taken into account the University's guidance on safety in fieldwork / for lone workers?	<input checked="" type="checkbox"/>		

If there are any other potential ethical issues that you think your research supervisor should consider please explain them in the box on page 4. It is your obligation to bring to the attention of your supervisor any ethical issues not covered on this form.

### Dissertation / Research Summary

**Please provide further information on your overall dissertation / research proposal below (400-500 words only). Include information on any ethical issues raised by your research and how you will tackle these.**

In the main the ethical issues arising throughout carrying out this research are in relation the Cardiff youth service, with whom the research is carried out with and the methods adopted.

Evidentially the research topic emphasizes upon Cardiff Youth Services with the impact of the research having possible le impact on management, practitioners and young people. In relation to ethics it will be ensured the piece of displays respect and upholds the 'brand' through displaying the service in a positive light appraising its good practice. however in addition to this it will critically evaluating the service delivery and highlight recommendations for further development. As a paid officer of Cardiff Youth Service I also have a duty to treat colleagues with respect, adhere to youth work values, offer support, manage delivery effectively, not to manipulate other people's views and not allow my own opinions affect the outcomes (Reflexivity).

In relation to the carrying out the research, it will primarily be conducted with practitioners/management of the field where BERA guidelines and youth work values will be enshrined to the research ensuring voluntary participation, informed consent, right to withdraw, privacy and disclosure. This will be achieved through ensuring clear information is distributed to all possible participants that states the reason for the research, its aims, objectives, processes and their rights as participants.

The semi structured interviews will record all data gathered, ensure all views investigate the topic and generate themes for the research purposes.

The additional method will be a participant observation where as the researcher and a practitioner working in the field I will be able to draw upon my own and other people's views and experience to enhance the data collection. Other people's views will be anonymised in addition to ensuring they are

happy with their views being inputted into the research.

### **Supervisor's declaration**

As the supervisor for this student project, I confirm that I believe that all research ethical issues have been dealt with in accordance with University policy and the research ethics guidelines of the relevant professional organisation.

**Date**

**Name**

**Signature**

### **Student's declaration**

As the originator of this student project, I confirm that I believe that all research ethical issues have been dealt with in accordance with University policy and the research ethics guidelines of the relevant professional organisation.

**Date**

**Name**

**Signature**

### **Academic declaration**

As an observer for this student project, I confirm that I believe that all research ethical issues have been dealt with in accordance with University policy and the research ethics guidelines of the relevant professional organisation.

**Date**

**Name**

**Signature**

The supervisor must explain further in the box overleaf on this form how the potential ethical issue(s) highlighted by the student above and via ticked shaded boxes on this form, will be handled

Please explain further here how the identified potential research ethics issue will be handled

# Appendix 4

## Proposal form

### Youth and Community Dissertation SJYW6003 Dissertation Proposal Form 2014/15

<b>Name</b>	Dayle Luce
<b>Title of Dissertation</b>	<i>What impact has the Engagement and Progression Framework (2014) had on service delivery in Cardiff?</i>
<b>Submission Date</b>	7 <sup>th</sup> May 2014
<b>Supervisors Name</b>	Nichola Welton
<b>Research Ethics Form Completed</b>	30 <sup>th</sup> of January

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**Note below your ideas for your research: Choose: something that you find interesting,**

- Youth Work practice
- School based youth work
- Integrated practice
- Advocating on behalf of young people
- Digital platforms
- Contemporary practice
- History of Youth Work
- Informal education
- mentoring

**How practical will this idea be: e.g. what resources do you require? How much time do you have?**

1. it is an extension on my current practice within Cardiff youth service
2. am able to hold dialogue with stake holders such as Mark Wilmore ( Vulnerability assessment co-ordinator), James Healan (Youth development officer), Matthew Parry (Youth development officer, Chris Gauci (Line manager – community education officer), teachers, careers Wales, learning coaches, mentoring team and a bespoke team of lead workers
3. time frames will be highlighted with the timeline of activity
4. support from dissertation supervisor

**Outline the overall aim, and separate research questions you may want to explore**

**The over aim is to demonstrate the history of youth work whilst critically analysing the engagement and progression framework and how its impacted upon youth work practice in Cardiff, highlighting areas of good practice and areas for further development to ensure better outcomes for young people.**

- 1. history of youth work**
- 2. contemporary practice**
- 3. engagement and progression framework**
- 4. conduct research with relevant stake holders**

**Dissertation Summary: Please write a short summary that includes the following (up to 500 words).**

1. Aim of study / your topic area
2. Research Objectives / questions
3. Literature I am going to explore
4. (background information you are going to draw upon)
5. Methodology I intend to use
6. Methods I intend to use
7. What would be the positive outcomes of engaging in this research? Who will benefit?
8. How will you disseminate your research?

### **Research Summary**

The aim of the study is to *explore 'what impact the engagement and progression framework (2014) has had on service delivery in Cardiff'*. The objective of the research is to develop my current knowledge surrounding Youth Work history, evaluate the engagement and progression framework demonstrating how Cardiff is effectively working in accordance with the strategy and in addition to this, aid future development through a set of recommendations.

Literature that will be explored includes the history of youth work, contemporary practice and the engagement and progression framework. In addition to this I will draw upon my own experiences throughout my youth work journey as a young person, volunteer, part time youth worker, a student and also a practitioner working in line with the strategy and express my views supported through relevant literature.

Methodology that will be used is a qualitative piece of research as it is not based upon statistics and figures its focus is to capture views, experiences and opinions that relates to literature. In addition to this the methods used will include semi structured interviews with relevant stake holders and also a use of questionnaire; however a questioner is seen to be a quantitative method this questionnaire will be low in volume and support the qualitative research conducted.

A positive outcome of the research of the research will be to identify the history of Youth Work and analyse how the framework has shaped practice in addition to providing further recommendations for further development. The piece of research will evidentially benefit the organisation to further develop its practice/highlight good practice, resulting in better outcomes for service users (young people) and an informed piece of research for practitioner. I will disseminate the research through the use of rich description gathered through the semi structured that will highlight key themes that will draw upon the literature review and data collected. In addition to this I will disseminate the questionnaire through the use of tables/graphs prior to providing recommendations and concluding the piece of research.

## Timeline of Activity:

Work backwards from the Submission date and outline key dates for completing your dissertation, also outline the dates you will meet with your supervisor e.g:

DATE	ACTION
3 <sup>rd</sup> of February	Complete/submit proposal and ethical forms to supervisor – discuss with supervisor (phone/e-mail)
24 <sup>th</sup> of February	Complete as much of literature to review possible and discuss with supervisor
3 <sup>rd</sup> of March	Complete final literature review, submit to supervisor to receive comments
17 <sup>th</sup> of March	Methodology chapter to supervisor and arrange to meet to discuss
24 <sup>th</sup> of March	Submit an outline of data collection and methods of data collection to supervisor for scrutiny.
3 <sup>rd</sup> of April	Write up data collection and
10 <sup>th</sup> of April	Conclude dissertation
April 23 <sup>rd</sup>	Finish dissertation – read – show supervisor for comments

<b>April 30<sup>th</sup> – 6<sup>th</sup></b>	<b>Proof read again- get someone else to read – organise appropriately – print off</b>
<b>May 7<sup>th</sup></b>	<b>Submission.</b>