



Competency Standards for Youth Development Work in the Caribbean



Control Document

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**COMPETENCY STANDARDS
FOR
YOUTH DEVELOPMENT
WORK**



**Commonwealth Youth Programme
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FOREWORD

The youth development fraternity in the Caribbean has often lamented the slow pace of the recognition of youth development as a profession; the absence of a clearly defined framework for the professionalization of youth development work; and also the inadequacy of collaboration among youth development stakeholders. These concerns assume even greater significance given the centrality of youth dynamics in our overall development ethos. Indeed, our efforts at sustainable development may be elusive unless they are impacted by a professionalized youth development culture.

These competency standards are timely and relevant because they attempt to address the deficiencies in the existing youth development environment. They open a whole new realm of possibilities and opportunities, such as, professional development, job evaluation, job classification and certification. The initiative is the product of extensive collaboration among youth development stakeholders and other important entities, such as public service commissions, ministry of public service, tertiary institutions, Labour and Manpower Planning Agencies, trade unions, and examination bodies across the region. The standards articulate a holistic framework for professional development and are useful to assess professional competences.

The standards along with other ongoing initiatives to enhance the policy development environment, should serve to accelerate the process of professionalization of youth development work within the Caribbean Community. They are in sync with the existing regional vocational qualifications framework and received the endorsement of national governments. The Competency Standards for Youth Development Work were endorsed by the Council on Human and Social Development of the Caribbean Community (COHSOD) at its Twenty-Second Meeting, Georgetown, Guyana, 2nd -3rd February, 2012.

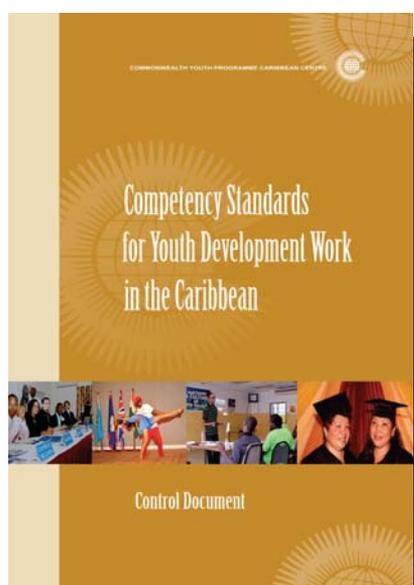
It is my wish therefore that the standards become integral to regional development strategies and that youth development policy makers and practitioners will make optimal use of them to advance the youth development agenda.

Henry Charles

Regional Director, Commonwealth Youth Programme Caribbean Centre (2005-2011)

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INTRODUCTION

The Commonwealth Youth Programme (CYP) was established by the Commonwealth Heads of Government (CHOG) in 1973. CYP works in partnership with young people, governments and other key stakeholders and aims to “...*work towards a society where young men and women are empowered to develop their potential, creativity and skills as productive and dynamic members of their societies and participate fully at every level of decision-making and development, both individually and collectively, promoting Commonwealth values of international co-operation.*”

Our mission is grounded within a rights-based approach, guided by the realities facing young people in the Commonwealth, and anchored in the belief that young people are:

- A force for peace, democracy, equality and good governance
- A catalyst for global consensus building; and
- An essential resource for sustainable development and poverty eradication.

CYP advocates the effective participation of young women and men in the development process and for social transformation. We value their full engagement at all levels of decision-making. Within this framework, our work is guided by the following principles:

- Respect for diversity and human dignity and opposition to all forms of discrimination whether based on age, political affiliation, social status, marital status, race, ethnicity, sexual orientation, creed or gender;
- Adherence to democracy, the rule of law, good governance, freedom of expression and the protection of human rights;
- Supporting the elimination of poverty and the promotion of people-centred development, and the progressive removal of wide disparities in living standards and equity;
- Upholding international agreements on peace and security, the rule of international law and opposition to terrorism and all forms of extremism;
- Strengthening, enhancing and supporting the role of young people in conflict management and the promotion of a Commonwealth culture of peace enshrined in respect and mutual understanding;
- Promoting a supportive environment including family, kinship and community networks as core contributors to youth well being and development;
- Advocating for the development of indigenous capital, research and technology and the promotion of cultural heritage and values as enablers of youth development.

WHAT IS YOUTH DEVELOPMENT WORK?

Youth Development Work is a distinctive field of practice and a highly demanding professional skill which carries with it considerable responsibilities and pressures.

It is necessary that an understanding of the purpose of Youth Development Work be provided at the outset. This is important because of the development of welfare services during the twentieth century which resulted in many different types of interventions in young people's lives – for example, by teachers, health workers and social workers.

The pattern of development in each country has been different, but the current trend is towards a range of types of social development services, and the 'professionalisation' of each type, resulting in its own qualifications, its own ethos and its own professional associations.

Youth Development Work operates alongside these different professional groups and:

- is concerned with the personal and social development of young people in its broadest sense
- uses the methods of informal education, which seek learning opportunities that arise mainly outside the formal worlds of education and work;
- builds the capacity of young people in the context of the environment in which they live; and
- builds community capacity by using its strengths and skills in the development of services and is accountable to the community.

CYP works with the young people themselves and a number of key stakeholders including youth peer groups, governments, intergovernmental and non-governmental organisations, the media, educational and other institutions, the private sector, family, kinship and community networks towards the personal and social development of young people across the Commonwealth.



Figure 1

CYP - PROFESSIONALISING YOUTH DEVELOPMENT WORK

The Commonwealth Youth Programme has been providing specialised training for Youth Development Workers across the Commonwealth since 1974 in the form of the Diploma, Certificate and short courses, managed in partnership with member governments and Universities.

However, a significant number of graduates of the Certificate and Diploma in Youth and Development Work, but more so the Diploma programme, expressed the concern that their Youth Development Work qualifications were not recognised by their respective Public Service Commissions. These qualifications were therefore not deemed marketable nor a guaranteed measurement of upward mobility in the Public Service. In fact, in many countries the occupational category, Youth Development Worker/Youth Worker does not even exist, or where it does, is not yet clearly defined or conceptualised by the majority of stakeholders, including policy-makers.

Recognising that the Youth Development Worker must be allowed to craft a career governed by acceptable competency standards that promote professionalism in Youth Development Work, CYP's Caribbean Centre requested the National Council on Technical and Vocational Education and Training (NCTVET), Jamaica, to design Competency Standards for Youth Development Work in the Caribbean region.

NCTVET has a proven track record in developing competency standards for other industry sectors in the Caribbean. Over 100 occupational standards developed by NCTVET have been approved by CARICOM, to be used as regional standards. This has greatly facilitated the standardisation of training, assessment and certification throughout the Caribbean region, with mutual recognition now granted to holders of National Vocational Qualifications based on the regional qualification framework

A Youth Development Work Lead Group and a Technical Team comprising representatives of NCTVET, CYP, CARICOM, young people, Youth Development Workers and Youth Departments in the Caribbean worked assiduously to develop this package.

The many youth policies, Youth Development Work practices, social, economic, political and cultural dynamics of the Caribbean Region were considered as the Lead Group sought to determine the necessary competencies of Youth Development Workers.

Having identified the competencies, units were developed through a process of reviewing and adapting existing standards and identifying and defining new ones to reflect the full range of competencies in contemporary Youth Development Work.

They were developed in accordance with the **Caribbean Association of National Training Agencies (CANTA)** Guidelines and with reference to **PAULO NTO (UK)** Professional and National Occupational Standards for Youth Work (February 2008), Units of Competency, and other material from across the Commonwealth.

The Competency Standards in Youth Development Work are regionally agreed and describe:

- What employers and youth development workers agreed are the required Youth Development Work competencies;
- The minimum knowledge, skills and attitudes necessary to be applied in the performance of a particular function in the workplace;
- The indicators of levels of acceptable performance and;

Provide:

- Labour market information on job requirements;
- A foundation for determining appropriate training standards;
- Guidance for monitoring of training and assessment of Youth Development Workers.

The Standards are not a curriculum document or a training programme but represent a critical link in the development of both, if relevance and value are to be achieved.

The Competency Standards, the Youth Development Work education and training qualifications and the assessment of Youth Development Workers will provide a comprehensive toolkit for training and assessment leading to regionally recognised qualifications.

Given the nexus between youth development and national development, CYP will use the Standards Package to advocate for governments to ensure that the discipline Youth Development Work is firmly entrenched in the Public Service and that Youth Development Workers are properly educated, trained and empowered to execute the professional functions required of them.



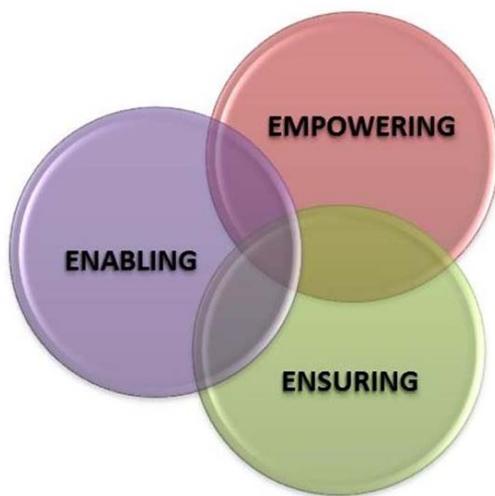
Training young people to understand their roles and responsibilities, thus enabling them to become active citizens in society

COMPETENCY STANDARDS PACKAGE

This Competency Standards package is made up of a collection of units of competency that cover the full range of work activities within Youth Development Work at the supervised, supervisory and management levels. It provides the basic building blocks for work-based training programmes.

The generic core competencies of CYP's Youth Development Work are organised under three main functions *Enabling, Ensuring and Empowering*.

Figure 2



Enabling is about creating the conditions in which young people can act on their own behalf, and on their own terms, rather than relying on other people and especially professionals to do things for them.

Ensuring is about operating in accordance with the value systems which give a sense of purpose and meaning to how young people use their skills and knowledge.

Empowering is about putting democratic principles into action in the fullest sense, so that young people can play an assertive and constructive part in the decision making that affects them at different levels of society.

This Competency Standards package consists the following:

- Eighty-one (81) Units of Competency
- Youth Development Work Qualifications
- The Assessment System

It is intended that these standards be reviewed every five years. This will be facilitated via ongoing submissions of recommended amendments to CYP at any time as well as through end-of-module assessment and evaluation exercises.



UNITS OF COMPETENCY

UNITS OF COMPETENCY

Units of competency are expressed as outcomes. They:

- define a major skill area of the sector.
- are transferable and integrate a number of skills.
- relate to realistic workplace activities.
- allow contextualisation to particular workplaces, work systems and circumstances whilst maintaining transferability.
- allow customised arrangement of competencies to suit particular qualification requirements.

Each Unit comprises a – Code, Title, Descriptor, Elements, Performance Criteria, Range Statements, Evidence Guide and Critical Employability Skills.

Code

Each unit of competency has been allocated a code. The structure of the code is an alphanumeric configuration consisting of ten characters as reflected in Unit YDWCYP0012 *Promote national pride and civic responsibility among young people.*

An approved and standardised system of coding is critical to the publication and application of the competency standards and the assurance of quality in the competency-based training and assessment systems. The system and the codes developed are therefore important tools of communication regarding the Competency Standards.

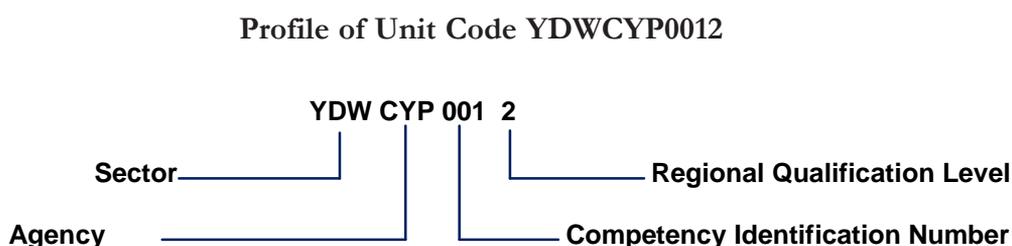
The coding system used in these standards identifies the competency standards, their relationship to the Youth Development Work sector and the national qualification level assigned to the competency as follows:

Sector and Agency Identification

Six alpha characters represent the sector and agency which developed the standards package: for example, YDWCYP

- The first three (3) letters represent the sector to which the competency standards apply -: YDW – Youth Development Work Sector.
- The next three (3) alpha characters represent the agency which developed the standards, example CYP – Commonwealth Youth Programme.

Figure 3



Competency Unit Identification Number

The designated number of the particular unit of competency is represented by three (3) numeric characters e.g. in YDWCYP0012 - the first three (3) numeric characters 001, represent number one (001) of the eight-one (81) competencies in the Commonwealth Youth Programme's Competency Standards for Youth Development Work.

Regional Qualification Level

The fourth or last numeric character in the Unit code represents the Regional Qualification Level assigned to the competency; example the number 2 (in YDWCYP0012) represents Regional Vocational Qualification Level 2.

Title

The Unit Title identifies a general area of competency in Youth Development Work wherein discrete training can be implemented and performance assessed. In Unit YDWCYP0012 the Title is *Promote national pride and civic responsibility among young people.*

Descriptor

The Unit Descriptor assists with clarifying the unit title as reflected in YDWCYP0012 –

This unit deals with the knowledge, skills and attitudes required to effectively inculcate in young people pride of country, including respect for authority, national symbols and cultural heritage.

Elements

These are building blocks of the unit, which describe in outcome terms the work to be performed by a Youth Development Worker. They are the smallest, logical, identifiable, discrete sub-groupings of actions and knowledge that make up a unit of competency.

Performance Criteria

These are precise evaluative statements specifying what is to be assessed and the required level of performance. They also:

- (i) Refer to the work requirements where practicable
- (ii) Describe -
 - evidence that is observable.
 - only essential aspects of performance.
 - aspects of work organisations.
- (iii) Avoid specifying procedures and methods.

Elements and performance criteria indicate the performance levels acceptable to Youth Development Work enabling each unit to be regionally consistent and portable across the sector. Therefore, any changes to the elements of competency or the performance criteria will change the intent and the integrity of the competency standard.

Range Statements

These expand and place in context the performance criteria and elements, and provide a focus for training and assessment. Range Statements include elements of the following:

- occupational health and safety and other statutory requirements
- the range of equipment, processes and procedures
- requirements arising from company procedures
- the range of applications arising from particular quality assurance systems

Evidence Guide

The Evidence Guide covers the required evidence of competency including the critical aspects of a unit and underpinning knowledge and skills. It also provides information for assessors and candidates, and indicates resource implications.

Critical Employability Skills

These are competencies that relate to the seven areas of generic competency that underpin effective workplace practices. In general these relate to using and communicating information, planning, team work, problem solving and the ability to use technology in the workplace. Critical Employability Skills are integrated within the unit of competency and are allocated to three performance levels which denote the level of competency required to perform a task. For example for YDWCYP0012 *Promote national pride and civic responsibility among young people*, the Critical Employability Skills are as follows:

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1
Communicate ideas and information	Level 1
Plan and organise activities	Level 2
Work with others and in team	Level 2
Use mathematical ideas and techniques	Level 1
Solve problems	Level 2
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

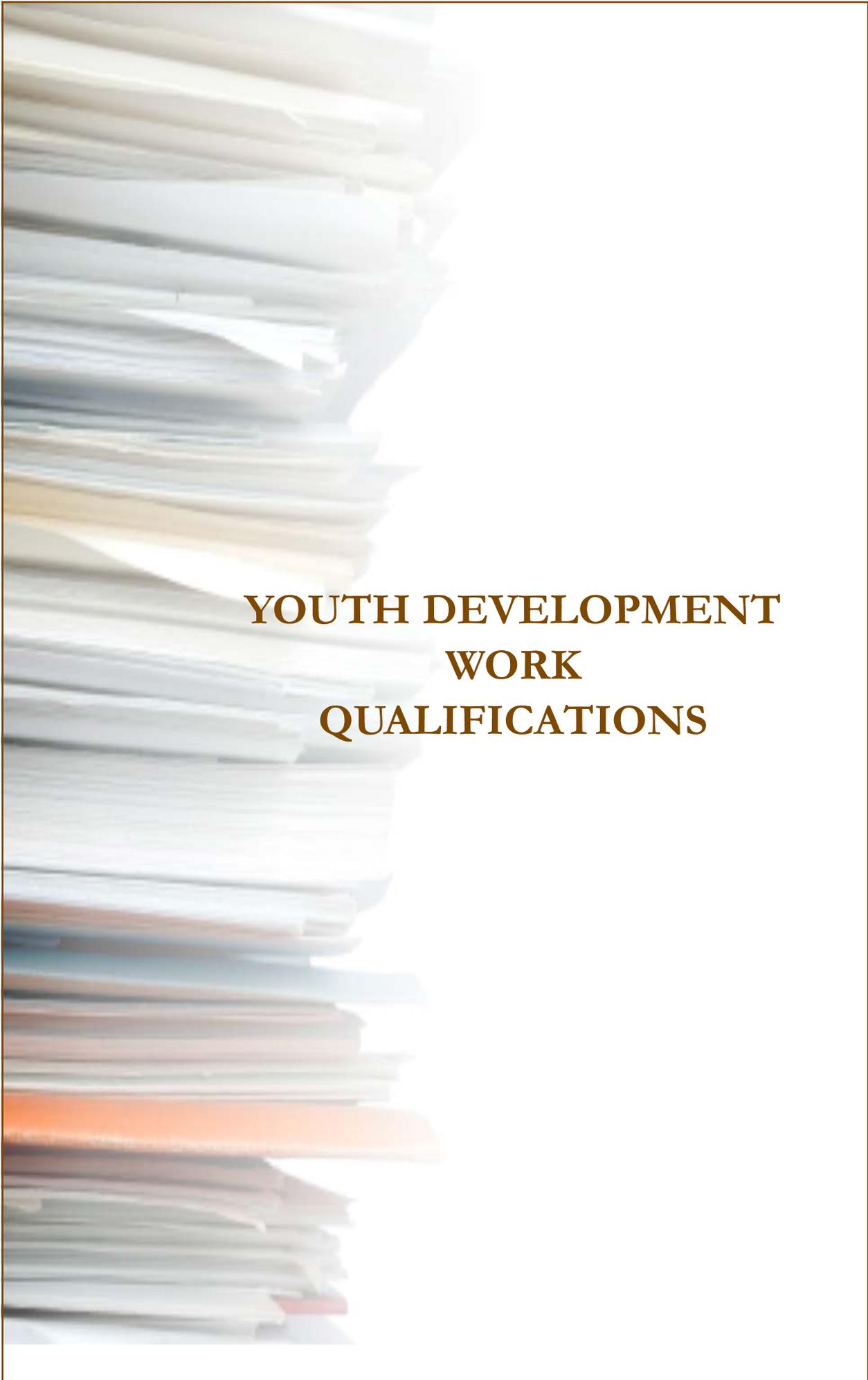
LIST OF UNITS OF COMPETENCY

CODE	TITLE OF UNIT
LEVEL II	
YDWCYP0012	Promote national pride and civic responsibility among young people
YDWCYP0022	Help young people to apply basic advocacy skills
YDWCYP0032	Mobilise community support to address the interests of young people
YDWCYP0042	Work with youth with special needs
YDWCYP0052	Create awareness of sexual and reproductive health, HIV/AIDS and other STIs
YDWCYP0062	Enable young people to access and use information
YDWCYP0072	Enable young people to deepen their awareness of self and their environment
YDWCYP0082	Work in ways that promote equality of opportunity, participation and responsibility
YDWCYP0092	Enable young people to work effectively in groups
YDWCYP0102	Plan and conduct meetings
YDWCYP0112	Work with young people to protect the environment and promote sustainable development
YDWCYP0122	Establish relationships and maintain dialogue with young people
YDWCYP0132	Identify and secure resources for youth development work
YDWCYP0142	Account for contributions to youth development work programmes
YDWCYP0152	Apply basic research skills
YDWCYP0162	Manage work and create effective work relationships
YDWCYP0172	Apply basic project planning and implementation skills
YDWCYP0182	Promote a safe and healthy environment in youth development work
YDWCYP0192	Work with young people in safeguarding their own welfare
YDWCYP0202	Communicate effectively with young people
YDWCYP0212	Use reflection and feedback to improve quality of work with young people

CODE	TITLE OF UNIT
YDWCYP0222	Promote healthy lifestyles among young people
YDWCYP0232	Promote peace building
YDWCYP0242	Assist young people and parents to understand their roles and responsibilities
YDWCYP0252	Support young people to address their circumstances
LEVEL III	
YDWCYP0263	Enable young people to become active and responsible citizens
YDWCYP0273	Advocate for young people and build their capacity for advocacy
YDWCYP0283	Build partnerships and network with key stakeholders
YDWCYP0293	Contribute to the development and implementation of a national youth policy
YDWCYP0303	Plan, implement and monitor programmes for youth with special needs
YDWCYP0313	Implement programmes on HIV/AIDS, STIs and other related issues
YDWCYP0323	Assist young people with their personal development plans
YDWCYP0333	Enable young people to develop their spiritual, ethical and moral values and beliefs
YDWCYP0343	Promote equality of opportunity, participation and responsibility
YDWCYP0353	Implement strategies to help young people develop their team building and group facilitation skills
YDWCYP0363	Plan and conduct high level meetings
YDWCYP0373	Promote environmental protection and sustainable development
YDWCYP0383	Assist young people to capitalise on opportunities and review their progress
YDWCYP0393	Implement community youth development programmes
YDWCYP0403	Manage and account for financial and other contributions
YDWCYP0413	Undertake research activities to support programme development
YDWCYP0423	Contribute to the development and implementation of a strategic plan
YDWCYP0433	Manage work and professional development

CODE	TITLE OF UNIT
YDWCYP0443	Plan and implement projects
YDWCYP0453	Promote occupational health and safety in youth development work
YDWCYP0463	Promote a culture of safeguarding the welfare of young people
YDWCYP0473	Promote entrepreneurship among young people
YDWCYP0483	Apply advanced communication skills to youth development work
YDWCYP0493	Work as an effective and reflective practitioner
YDWCYP0503	Work with youths with behavioural problems
YDWCYP0513	Plan and implement programmes to promote healthy lifestyles among youth
YDWCYP0523	Plan and implement peace building initiatives
YDWCYP0533	Plan and implement programmes to develop parenting skills
YDWCYP0543	Implement programmes to enable young people to address their circumstances
YDWCYP0553	Implement youth development programmes
LEVEL IV	
YDWCYP0564	Apply advanced advocacy skills
YDWCYP0574	Develop networks to support the National Youth Development Agenda
YDWCYP0584	Develop and implement national youth policy
YDWCYP0594	Coordinate and assess delivery of services to youth with special needs
YDWCYP0604	Design, develop and support the implementation of HIV/AIDS, STIs and related programmes
YDWCYP0614	Design, develop and support the implementation of community youth development programmes
YDWCYP0624	Optimise resource mobilisation opportunities to support youth development work
YDWCYP0634	Manage research projects
YDWCYP0644	Develop a strategic plan

CODE	TITLE OF UNIT
YDWCYP0654	Plan, coordinate and review service delivery in youth development work
YDWCYP0664	Coordinate the implementation of youth development work projects
YDWCYP0674	Promote a culture of occupational health and safety in youth development work
YDWCYP0684	Develop and implement protocols and procedures to safeguard the welfare of young people in youth development work
YDWCYP0694	Promote a culture of entrepreneurship among young people
YDWCYP0704	Develop communication strategy to support youth development work
YDWCYP0714	Manage the promotion of healthy lifestyles among youth
YDWCYP0724	Manage implementation of youth peace building agenda
YDWCYP0734	Network with other stakeholders to develop and promote a national parenting education strategy
YDWCYP0744	Design, develop and support the implementation of programmes to enable young people to address their circumstances
YDWCYP0754	Coordinate the implementation of youth development programmes
YDWCYP0764	Design, develop and support the implementation of new opportunities for the development of young people
LEVEL V	
YDWCYP0775	Develop strategic alliances to facilitate the National Youth Development Agenda
YDWCYP0785	Establish framework for policy development
YDWCYP0795	Use research findings to inform policy formulation and review
YDWCYP0805	Develop a strategic management framework for youth development work
YDWCYP0815	Develop and implement an integrated policy framework to safeguard the welfare of young people



**YOUTH DEVELOPMENT
WORK
QUALIFICATIONS**

YOUTH DEVELOPMENT WORK QUALIFICATIONS

The qualifications for Youth Development Work are benchmarked against and consistent with the framework endorsed by CARICOM as the Regional Qualifications Framework (see Appendix i). There are five levels of qualifications under the framework ranging from Levels I – V as follows:

- Level 1 qualification is accepted for supervised workers whose job roles are generally routine
- Level II refers to unsupervised or minimally supervised workers
- Level III relates to supervisory operations
- Levels IV & V are for job roles with supervisory and management responsibilities

The Commonwealth Youth Programme's Qualifications Framework will however range from Level II to V as reflected in Appendix ii.

These Youth Development Work competencies and qualifications are important to persons whose functions involve regular developmental and supportive work with young people.

Each qualification is designed to address the competency requirements for effective performance in a specific job or a range of job roles. Terminologies used are generic; however, understanding that junior and senior grades exist across certain posts, it is given that the Vocational Qualification (VQ) level being pursued by any individual will depend on the level of skills and expertise to be acquired in accordance with the job to be performed. The following are some examples of specialisation in Youth Development Work:

- Youth Commissioner
- Director of Youth
- Assistant Director of Youth
- Chief Youth Officer
- Community Development Officer
- Youth Camp Director
- Youth Placement Officer
- Youth Coordinator
- Youth Development Worker
- Youth Organisation Coordinator
- Youth Organisation Leader
- Youth Officer
- Youth Adviser

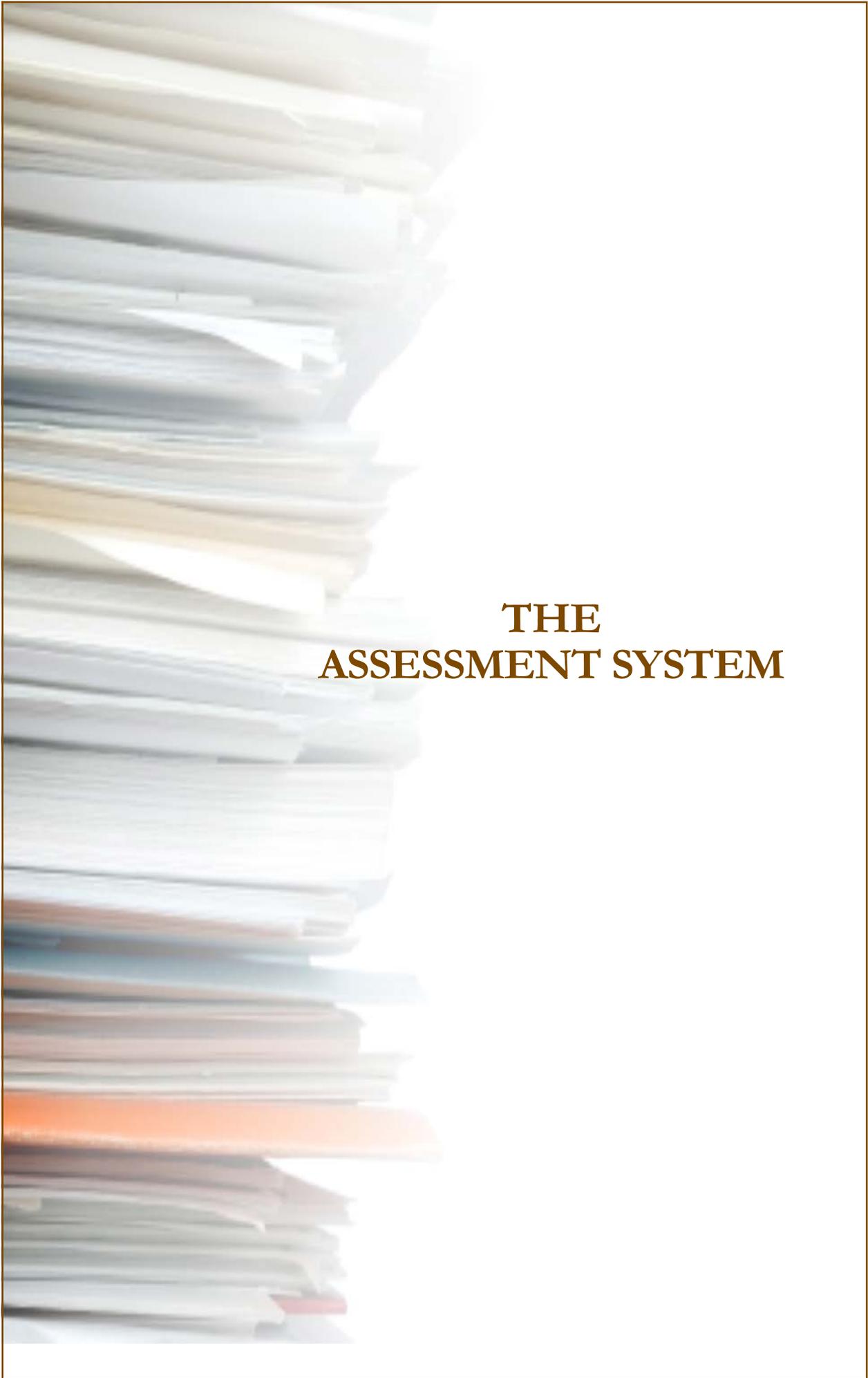
COMPONENTS OF QUALIFICATIONS

The competency standards package has been developed for easy customisation so that the original intent and the integrity of the standards are maintained. This is also a means of ensuring portability of skills across disciplines.

Competency standards are aligned to the CARICOM Regional Qualifications Framework (RQF). The Youth Development Work Lead Group has proposed substantial competencies at each qualification level to ensure all-important portability of skills.

Irrespective of the pathway to be taken, learners are required to complete all units of competency, as stipulated by the qualifications before being conferred with the relevant qualification.

The packaging also includes cross-sector standards, especially in the areas of citizenship, gender, management of financial resources and the use of information technology.



**THE
ASSESSMENT SYSTEM**

ASSESSMENT SYSTEM OVERVIEW

1.1. Benchmark for Assessment

The benchmark for assessment will be the endorsed competency standards for Youth Development Work.

1.2. Role of Accredited/Approved Training Organisations

The CYP will collaborate with tertiary education institutions to ensure that:

- (a) The regional standards are implemented.
- (b) Quality training is assured through each organisation's quality assurance mechanisms.
- (c) Monitoring and auditing processes are implemented for the maintenance of the assessment system in each educational institution.

The requirements for assessment and the issuance of qualifications essentially refer to:

- Ensuring that the resources for assessment and issuance of qualifications meet the requirements of the Youth Development Work Competency Standards Package.
- Ensuring that assessments are conducted in accordance with the endorsed components of the Youth Development Work Competency Standards Package.
- Providing quality assurance mechanisms to ensure that assessment is fair, reliable, valid, and provides for a consistency of outcomes.
- The provision of appropriate information, advice and support services which include an appeals system and dispute settling procedure.
- The issuing of the relevant VQs or statement of attainment in accordance with the assessment guidelines of the respective certifying body.

Range of options for undertaking assessment

Given the level of technical expertise required for assessors within the Youth Development Work sector - appropriate partnership arrangements will have to be undertaken between Accredited/Approved Training Organisations (ATO) and technically qualified personnel.

It is proposed that in each country the Accredited/Approved Training Organisation(s) will provide guidance and be given responsibility for ensuring the integrity of the assessment process. It is incumbent upon the relevant Accredited/Approved Training Organisation to ensure that assessments are conducted in a fair and equitable manner, which includes provision for the language and literacy capabilities of the person being assessed.

The range of other options may include:

- Partnerships between Youth Development Work organisations, technically qualified Youth Development Work personnel and Accredited/Approved Training Organisations whereby aspects such as evidence collection, assessor requirements, validation methods and the like are shared among the respective parties.
- Organisations undertaking the assessment process with the Accredited/Approved Training Organisation monitoring and validating the assessment outcomes.
- Organisations becoming Accredited/Approved Training Organisations.
- Organisations engaging Accredited/Approved Training Organisations to undertake all assessment requirements.
- Combinations of the above.

1.3. Assessment Pathways

To maintain a level of consistency and validity with assessment outcomes, all assessments must be consistent with the relevant units of competency. Therefore this benchmark for assessment will operate for both on-the-job and institutional assessments within the Youth Development Work sector.

The single assessment benchmark acknowledges that competency can be developed and assessed through a variety of structured and unstructured experiences, informal and formal training and the transference of knowledge and skills from other contexts and environments. To devise separate assessment benchmarks to encompass the myriad ways in which competence may be gained and demonstrated is neither efficient nor effective.

The major consideration in any assessment process must be the attainment of the required standard of performance rather than how the competencies may have been acquired.

Within the Youth Development Work sector there may be a number of learning pathways. These learning pathways encompass the formal training systems as well as knowledge and skills gained solely from workplace experience. **The certifying body must be conscious of the multiple ways that persons have gained workplace competence and as a consequence, the assessment process should be non-discriminatory in acknowledging that competence.** It is therefore of paramount importance that assessment instruments are in accordance with the level of language and literacy of the candidate in order to determine competence.

Assessment against the units of competence provides for the identification of the required knowledge, skills and attitudes to be demonstrated and also details the appropriate context and range of evidence necessary to inform a valid assessment. The process thereby ensures that a candidate meets the required competency level.

It should be noted that this does impact upon the range of assessment methodologies and evidence collection processes, which assessors may utilise to determine competence. It is acknowledged by the sector that these will differ to account for varying contexts and individual/organisational requirements. Those processes must however confirm that the assessed competencies can be effectively displayed in a workplace environment.

Figure 4



Options for VQ Certification or Statement of Attainment through training include pathways which may include on-the-job only, or a combination of on- and off-the-job.

1.4. Recording Assessment Outcomes

The responsibility for recording, storing and retrieval of assessment outcomes rests with the Accredited/approved Training Organisation (ATO). It is acknowledged that individuals and organisations may engage the services of different ATOs over a period of time. It is therefore important that results of any assessment process must be documented and stored in accordance with the requirements of the Regional Qualifications Framework (RQF).

Individuals have an important role in ensuring that their competencies are recognised and recorded. Individuals should maintain a record of the competencies that they have achieved which provides a further measure of ensuring that when the required combination of standards has been met, an appropriate qualification against the RQF can be issued.

1.5. Reporting Assessment Outcomes

In accordance with the Regional Qualifications Framework(RQF) the minimum level of detail to be provided in a Statement of Attainment or qualification includes the VQ level, the VQ title of the qualification (if applicable) and the title(s) of the achieved unit(s) of competency.

1.6. Appeal and Reassessment Process

The process of assessment carries a level of interpretation and procedural formality, which can create an environment where disagreements may occur. Although clear understanding and informed views about the process of assessment will reduce the prospect of disagreements, an appeals and reassessment process is an essential element of any assessment framework.

Although the responsibility for this function rests with the relevant Accredited/Approved Training Organisation, it may be beneficial to consider workplace involvement within the appeals and reassessment process, particularly for on-the-job assessments.

1.7. Quality Assurance of the Assessment Process

In order to maintain credibility and integrity, organisations should ensure that the assessment process is quality assured. This involves the frequent review of assessment processes and procedures to ensure adherence to assessment standards. CYP shall maintain partnerships with the Youth Development Work sector to continuously review feedback and to retain a quality assured and research driven process.

ASSESSOR QUALIFICATIONS AND TRAINING

2.1. Assessor Qualifications

Assessors are the principal drivers in delivering a responsive, efficient and high quality assessment system. Within the assessment framework they have primary responsibility for:

- Determining the application of the assessment process
- Utilising appropriate assessment strategies and instruments
- Conducting the assessment process
- Making accurate and informed judgements, and
- Informing and recording all relevant parties of the outcomes of the assessment process.

It is therefore fundamental that assessors be competent and knowledgeable in the process of assessment and Youth Development Work.

All assessors should therefore demonstrate the competence to:

- Plan Assessments
- Develop Assessment Instruments
- Conduct Assessments
- Review Assessments

They should also be technically competent in the areas being assessed, either individually or in a partnership arrangement with others who possess the relevant competence. As a guide, assessors should have at least a Post Graduate Certificate or Degree in Youth Development Work to assess Levels 2-5 in addition to the Assessor Competency Standards Qualification for Planning Assessments, Developing Assessment Tools, Conducting and Reviewing Assessment.

To ensure the integrity of the assessment process and to maintain stakeholders' confidence in the system, it is advisable that assessors have knowledge of the nature and impact of training reform within the region.

Assessor competence may be achieved through the completion of a recognised training programme or an approved recognition of prior learning process. Regardless of the method

used to infer competence, assessment must always be demonstrated against the endorsed industry assessor standards.

Assessment against competencies in this Competency Standards Package will be carried out in accordance with the above-stated endorsed guidelines. Endorsed guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment.

2.2 Using Qualified Assessors

In order to ensure that a level of quality and rigour is maintained within the assessment process, it is mandated that the assessor is ultimately responsible for the outcome of any assessment and therefore must ensure that the assessment has met all stipulated requirements.

The assessor, in determining the level of competence or otherwise of a candidate, must be satisfied that the evidence collected adequately addresses the Youth Development Work competency standards and that the assessment process has been undertaken in a valid, reliable and fair manner.

In undertaking the assessment process consideration should also be given to those methods that, whilst maintaining the integrity and quality of the system, offer an approach that is innovative and flexible. This may be achieved by using various combinations of persons to conduct the assessment.

Whilst some organisations and Accredited/Approved Training Organisations will opt for a single qualified assessor to undertake the assessment process, others may utilise a flexible approach when undertaking assessments. A combination of persons to undertake the assessment process may be most appropriate where assessors may not be technically competent at the level or unit being assessed, or where it is cost prohibitive to have an assessor undertake all aspects of the assessment process, (e.g. remote location, length of assessment, large number of assessments, prohibitive timeline etc.). The use of multiple persons to undertake an assessment must however be under the auspices of an Accredited/Approved Training Organisation.

A flexible approach to fulfilling the requirement for qualified assessors can potentially offer significant cost and time efficiencies to both organisations and individuals.

GUIDELINES FOR DESIGNING ASSESSMENT INSTRUMENTS

The assessor and candidate are both viewed as active participants in the assessment process. Where the assessment is undertaken in a workplace, the opportunity to participate in the assessment process should be afforded the employer and other relevant persons.

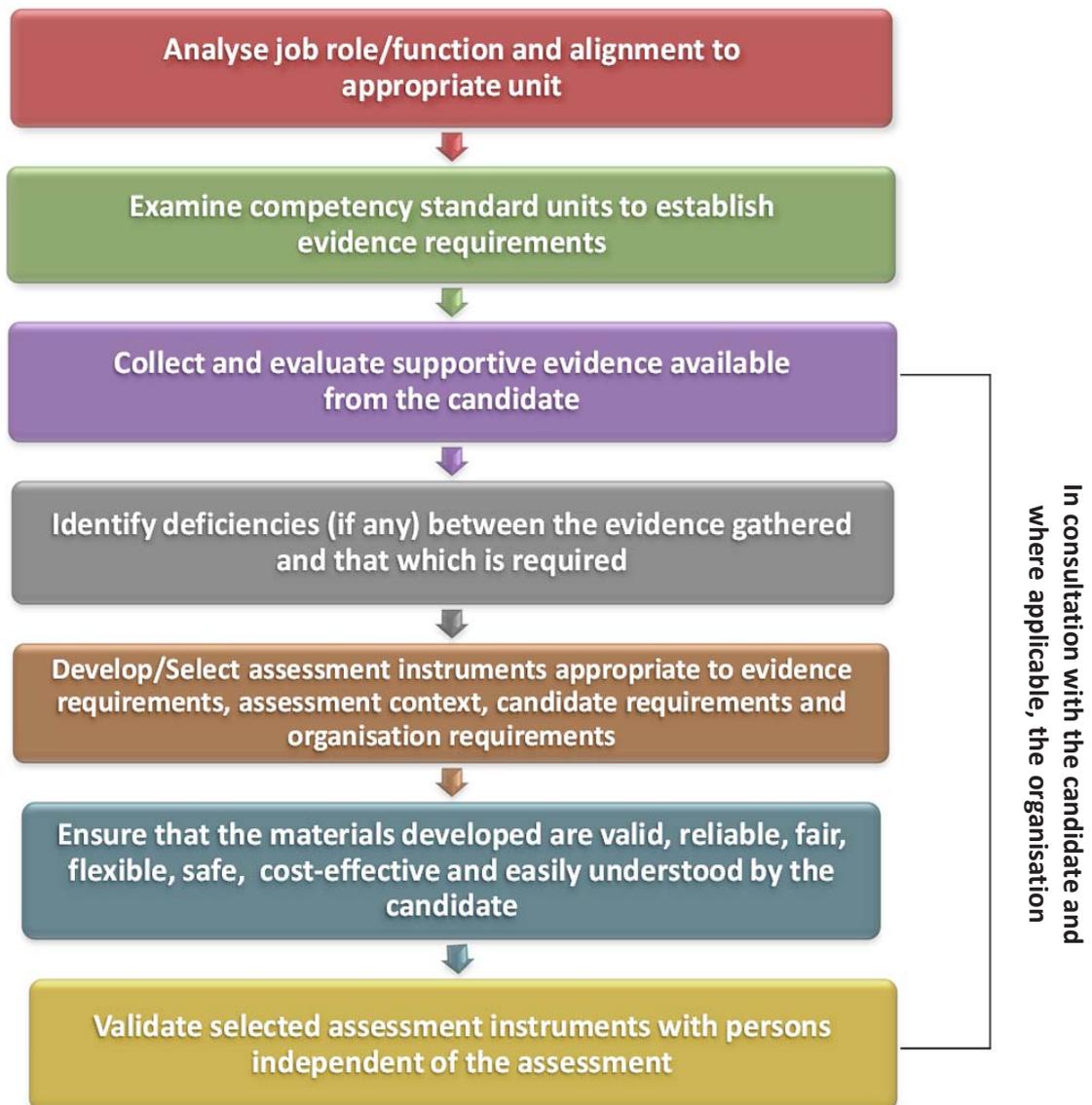
3.1 Assessment Instrument Design

In constructing valid and reliable assessment instruments, a balance must be maintained between the specific needs of organisations and individuals and that of ensuring the integrity

of the Youth Development Work competency standards. It is the responsibility of the assessor to ensure that any instruments designed and/or utilised will produce an outcome that can be directly aligned to the achievement of these standards.

The following flowchart outlines a process of designing assessment instruments that meet these criteria.

Figure 5
Designing Assessment Instruments



3.2 The Process of Assessment

The process of assessment requires assessors to make informed judgements concerning an individual's performance against Regional Competency Standards. To fulfil this requirement, there is a constant need for assessors to interpret and translate information contained within the competency standards to meet the varying contexts in which the assessment will take place. The development of reliable, valid, flexible and fair assessment instruments is critical in meeting this challenge.

The design of assessment instruments must therefore consider aspects such as:

- assessment context
- assessment environment
- assessment purpose
- level of available resources
- characteristics of the candidate
- rigour and length of the assessment
- level of evidence required
- language and literacy capability of the candidate
- language and literacy requirements of the required function/competency

The training organisations will ensure that assessors gather sufficient evidence to provide an accurate, valid and fair assessment of an individual’s performance against the Youth Development Work competency standards.

3.3 Evidence Gathering

An effective assessment process relies on the collection of sufficient information to make an informed judgement on the performance of an individual. Whilst there are no absolute rules about how much evidence is required or what evidence gathering methods should be used, there is a need to confirm the accuracy and consistency of any assessment of performance.

Figure 6

Examples of Appropriate Evidence Gathering Methods or Techniques

Samples of performance	Evaluation of simulated interaction/outcome Evaluation of simulated process Examination of interaction products and processes of engagement with youths Application tests aligned to work activity
Observation of performance in the workplace	Evaluation of outcome Evaluation of process Management of changing context and requirements Interaction with related work activities
Evidence of prior performance	Evaluation of qualifications content Evaluation of previous work through portfolios, projects, articles, reports, work history, supervisor and referees’ reports etc.

Although processes for the gathering of evidence will vary, four primary approaches should be utilised:

- samples of performance (e.g. constructed through simulations, activities and the like);
- observation of performance in the work environment;
- evidence of prior performance (e.g. recognition of prior learning, recognition of current competencies);
- supplementary information (e.g. questioning, tests, presentations, contingency analysis and the like).

In many instances, the most appropriate method of gathering evidence will be a combination of all four approaches; although this would need to be considered in relation to factors such as time, cost and context.

REFERENCES

This Competency Standards Package has been developed with reference to documents which include:

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REGIONAL QUALIFICATION FRAMEWORK

Type/Level of Programme	Orientation And Purpose	Credits	Entry Requirements	Occupational Competence	Academic Competence
Level 1/ Certificate	Completion of a preparatory programme leading to further study in a given academic or vocational area or entry qualification for a particular occupation	Minimum 10 Credits	To be determined by the local training Institution	Semi-skilled, entry level Supervised worker	Grade 10
Level 2/ Certificate	To prepare a skilled independent worker who is capable of study at the next level (post-secondary)	Minimum 20 Credits	Grade 11 or Equivalent	Skilled Worker Unsupervised Worker	Grade 11
Level 3/ Diploma and Associate Degree	A post-secondary qualification emphasising the acquisition of knowledge, skills and attitudes (behavioural competencies) to function at the technician/ supervisory level and pursue studies at a higher level	Diploma: Minimum 50 Credits Associate Degree: Minimum 60 Credits	4 CXC's, Level 2 Certification or Equivalent	Technician, Supervisory	Associate Degree Entry to Bachelor's Degree programme with or without advanced standing
Level 4/ Bachelor's Degree	Denoting the acquisition of an academic, vocational, professional qualification able to create, design and maintain systems based on professional expertise	Minimum 120 Credits	5 CXC's, Level 3 Certification or Equivalent	Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsmen, Technologists, Advanced Instructors, Managers, Entrepreneurs	
Level 5/ Post Graduate/ Advanced Professional	Denoting the acquisition of advanced professional post-graduate competence in specialized field of study or occupation		Level 4 Certification or Equivalent		Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior management occupations.

**COMMONWEALTH YOUTH PROGRAMME CARIBBEAN CENTRE
YOUTH DEVELOPMENT WORK COMPETENCY UNITS ACROSS QUALIFICATION LEVELS II - V**

LEVEL II		LEVEL III		LEVEL IV		LEVEL V	
UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE
YDWCYP0012	Promote national pride and civic responsibility among young people	YDWCYP0263	Enable young people to become active and responsible citizens				
YDWCYP0022	Help young people to apply basic advocacy skills	YDWCYP0273	Advocate for young people and build their capacity for advocacy	YDWCYP0564	Apply advanced advocacy skills		
YDWCYP0032	Mobilise community support to address the interests of young people	YDWCYP0283	Build partnerships and network with key stakeholders	YDWCYP0574	Develop networks to support the national youth development agenda	YDWCYP0775	Develop strategic alliances to facilitate the national youth development agenda
		YDWCYP0293	Contribute to the development and implementation of a national youth policy	YDWCYP0584	Develop and implement national youth policy	YDWCYP0785	Establish framework for policy development
YDWCYP0042	Work with youth with special needs	YDWCYP0303	Plan, implement and monitor programmes for youth with special needs	YDWCYP0594	Coordinate and assess delivery of services to youth with special needs		
YDWCYP0052	Create awareness of sexual and reproductive health, HIV/AIDS and other STIs	YDWCYP0313	Implement programmes on HIV/AIDS, STIs and other related issues	YDWCYP0604	Design, develop and support the implementation of HIV/AIDS, STIs and related programmes		

LEVEL II		LEVEL III		LEVEL IV		LEVEL V	
UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE
YDWCYP0062	Enable young people to access and use information	YDWCYP0323	Assist young people with their personal development plans				
YDWCYP0072	Enable young people to deepen their awareness of self and the environment	YDWCYP0333	Enable young people to develop their spiritual, ethical and moral values and beliefs				
YDWCYP0082	Work in ways that promote equality of opportunity, participation and responsibility	YDWCYP0343	Promote equality of opportunity, participation and responsibility				
YDWCYP0092	Enable young people to work effectively in groups	YDWCYP0353	Implement strategies to help young people develop their team building and group facilitation skills				
YDWCYP0102	Plan and conduct meetings	YDWCYP0363	Plan and conduct high level meetings				
YDWCYP0112	Work with young people to protect the environment and promote sustainable development	YDWCYP0373	Promote environmental protection and sustainable development				
YDWCYP0122	Establish relationships and maintain dialogue with young people	YDWCYP0383	Assist young people to capitalise on opportunities and review their progress				

LEVEL II		LEVEL III		LEVEL IV		LEVEL V	
UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE
YDWCYP0132	Identify and secure resources for youth development work	YDWCYP0393	Implement community youth development programmes	YDWCYP0614	Design, develop and support the implementation of community youth development programmes		
YDWCYP0142	Account for contributions to youth development work programmes	YDWCYP0403	Manage and account for financial and other contributions	YDWCYP0624	Optimise resource mobilisation opportunities to support youth development work		
YDWCYP0152	Apply basic research skills	YDWCYP0413	Undertake research activities to support programme development	YDWCYP0634	Manage research projects	YDWCYP0795	Use research findings to inform policy formulation and review
		YDWCYP0423	Contribute to the development and implementation of a strategic plan	YDWCYP0644	Develop a strategic plan	YDWCYP0805	Develop a strategic management framework for youth development work
YDWCYP0162	Manage work and create effective work relationships	YDWCYP0433	Manage work and professional development	YDWCYP0654	Plan, coordinate and review service delivery in youth development work		
YDWCYP0172	Apply basic project planning and implementation skills	YDWCYP0443	Plan and implement projects	YDWCYP0664	Coordinate the implementation of youth development work projects		
YDWCYP0182	Promote a safe and healthy environment in youth development work	YDWCYP0453	Promote occupational health and safety in youth development work	YDWCYP0674	Promote a culture of occupational health and safety in youth development work		

LEVEL II		LEVEL III		LEVEL IV		LEVEL V	
UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE
YDWCYP0192	Work with young people in safeguarding their own welfare	YDWCYP0463	Promote a culture of safeguarding the welfare of young people	YDWCYP0684	Develop and implement protocols and procedures to safeguard the welfare of young people in youth development work	YDWCYP0815	Develop and implement an integrated policy framework to safeguard the welfare of young people
		YDWCYP0473	Promote entrepreneurship among young people	YDWCYP0694	Promote a culture of entrepreneurship among young people		
YDWCYP0202	Communicate effectively with young people	YDWCYP0483	Apply advanced communication skills to youth development work	YDWCYP0704	Develop communication strategy to support youth development work		
YDWCYP0212	Use reflection and feedback to improve quality of work with young people	YDWCYP0493	Work as an effective and reflective practitioner				
		YDWCYP0503	Work with youths with behavioural problems				
YDWCYP0222	Promote healthy lifestyles among young people	YDWCYP0513	Plan and implement programmes to promote healthy lifestyles among youth	YDWCYP0714	Manage the promotion of healthy lifestyles among youth		
YDWCYP0232	Promote peace building	YDWCYP0523	Plan and implement peace building initiatives	YDWCYP0724	Manage implementation of youth peace building agenda		

LEVEL II		LEVEL III		LEVEL IV		LEVEL V	
UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE	UNIT NO.	UNIT TITLE
YDWCYP0242	Assist young people and parents to understand their roles and responsibilities.	YDWCYP0533	Plan and implement programmes to develop parenting skills	YDWCYP0734	Network with other stakeholders to ensure sustainable national parenting education strategy		
YDWCYP0252	Support young people to address their circumstances	YDWCYP0543	Implement programmes to enable young people to address their circumstances	YDWCYP0744	Design, develop and support the implementation of programmes to enable young people to address their circumstances		
		YDWCYP0553	Implement youth development programmes	YDWCYP0754	Coordinate the implementation of youth development programmes		
				YDWCYP0764	Design, develop and support the implementation of new opportunities for the development of young people		



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