

Title:	Digital Youth Work
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	H/650/4663
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand the purpose and diversity of digital Youth Work (online, face to face and hybrid). By the end of this unit, learners should have gained confidence to meaningfully incorporate digital considerations into their Youth Work practice and service planning.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand what is meant by digital Youth Work.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explore current digital youth culture; digital skills for life and work; digital first services; the influence of Artificial Intelligence and the Internet of Things. Learners could use the definition of the European Commission on Digitalisation and Youth (2016-18) to define digital Youth Work. Learners must critically appraise different types of digital Youth Work i.e. the types will have different purposes.

The learner must:

- 1.1 Explore the **role of digitalisation** in young people's lives.
- 1.2 Define **digital Youth Work**.

1.3 Critically appraise examples of **different types** of digital Youth Work.

2. Be able to understand the role of Youth Work in assisting young people to make the most of the digital world.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to support young people to develop critical thinking when reviewing political, media and digital content. Learners should investigate practice examples of digital Youth Work supporting young people's creativity and self-expression, one example is podcasting. Learners should explore examples and opportunities for young people's civic participation using digital tools, one example includes Minecraft for urban planning. Learners could connect with local employers and/or careers services to explore the current and future digital skills needed for employment and investigate how these can be provided. Learners are to analyse challenges to inclusive digital Youth Work and consider ways to address those barriers to participation.

The learner must:

- 2.1 Discuss the importance of assisting young people to develop **critical thinking and digital literacy**.
- 2.2 Investigate ways Youth Work can support young people to express themselves through **digital creativity**, encourage young people's civic participation and build digital skills for life and work.
- 2.3 Analyse the **barriers** to participation in digital Youth Work and suggest action to be taken for inclusion within practice/service plans.

3. Be able to understand safeguarding in the context of digital Youth Work.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to summarise the wide variety of problems that young people experience online, for example bullying, grooming and exposure to extreme content and explore how they can help young people to respond to these situations and develop cyber secure behaviours. Learners will assess risk present with digital and online Youth Work and identify how to create a safer environment for online delivery.

The learner must:

3.1 Summarise the **types of problems** young people may encounter online and ways Youth Work can help deal with them.

3.2 Communicate how to support young people to develop **cyber secure behaviours**.

3.3 **Assess risk** and identify how to create a safer environment when delivering digital Youth Work.

4. Be able to evaluate own practice and approaches to online and digital Youth Work.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to plan, deliver and evaluate digital Youth Work practice in their existing practice setting. This could be online, face-to-face, or blended. Skills and competences reflected on should relate to the National Occupational Standards for Youth Work 2019: CLD YW08 – Engage with And Empower Young People to Make use of Digital Media in their Daily Lives.

The learner must:

4.1 Plan, deliver and evaluate a piece of **digital Youth Work practice**.

4.2 Reflect on own **skills and competences** for digital and online Youth Work.

4.3 Summarise required development actions to improve own knowledge and skills in digital Youth Work.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Role of

Digitalisation

Learners could explore the following:

- Digital youth culture e.g. gaming, social media communication e.g. memes, social spaces
- Digital first services e.g. government services

	<ul style="list-style-type: none"> • Digital skills for life and work e.g. Essential digital skills framework • Influence of AI (Artificial Intelligence) and Internet of Things (e.g. smart devices) on young people’s present and future experience <p>European Guidelines for Digital Youth Work, 2019, ‘Digital transformation is affecting our societies in a myriad of ways. Young people’s entire lives will be shaped by these changes. Youth Work’s purpose is to support the personal and social development of young people. The sector’s unconstrained non-formal educational approach makes it uniquely placed to respond to young people’s needs in a digitalising society and play a significant role in bridging the digital divide and promoting inclusion. Digital Youth Work can use technology to make Youth Work services more accessible and relevant. It can create opportunities and spaces in which young people can develop a critical, innovative, and value-based perspective on the digital transformation, and become the co-constructors of a positive digital future.’</p> <p>“The digital world, and our world, it is one at this point because it is so integrated into our lives. So, it is important, almost vital, that we have rights there.” Ibrahim, Scotland”</p>
<p>Digital Youth Work</p>	<p>The European Commission Expert Group on Digitalisation and Youth (2016-2018) used the following working definition of digital Youth Work:</p> <ul style="list-style-type: none"> • “Digital Youth Work mean proactively using or addressing digital media and technology in Youth Work. • Digital Youth Work is not a Youth Work method – digital Youth Work can be included in any Youth Work setting (open Youth Work, youth information and counselling, youth clubs, detached Youth Work...). • Digital Youth Work has the same goals as Youth Work in general, and using digital media and technology in Youth Work should always support these goals.

	<ul style="list-style-type: none"> • Digital Youth Work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be used either as a tool, an activity, or a content in Youth Work. • Digital Youth Work is underpinned by the same ethics, values, and principles as Youth Work. • Youth Workers in this context refer to both paid and volunteer Youth Workers.”
<p>Different Types</p>	<p>The definitions of digital Youth Work speak of digital as a tool, an activity and/or as content for Youth Work. Some examples are:</p> <ul style="list-style-type: none"> • Tool – delivering Youth Work via a Zoom session, having a WhatsApp group. • Activity – taking photographs with a group of young people, coding club. • Content – discussing ‘fake news,’ discussing relationships and behaviours online. <p>The Digital Youth Work Project website www.digitalyouthwork.eu hosts a ‘Good Practice Collection’ of 36 short films and accompanying text of digital Youth Work practice from 6 countries in Europe. The text is written to help other practitioners wishing to replicate the practice. Please note that these were made pre-pandemic – as such most of the practice is blended with only a few solely online practices.</p> <p>There is also the notion of digital as an environment for Youth Work – the online spaces are places that young people inhabit. Just as in detached Youth Work, we make ourselves available in physical places, we can make Youth Work available in online places as well. (See Bavarian ‘Digital Street work’)</p>
<p>Critical Thinking and Digital Literacy</p>	<p>The role of Youth Work in supporting the development of critical thinking is not new, it is embedded in the Values and Principles of Youth Work and the National Occupational Standards.</p>

	<p>The importance of political literacy, digital literacy and media literacy has never been higher, and Youth Workers have a key role and responsibility to support young people to develop critical thinking in this context. This includes engaging with misinformation online and the value of data, understanding and being able to identify/ tackle instances in which media and algorithms are being used to manipulate.</p> <p>Learners could explore:</p> <ul style="list-style-type: none"> • Doug Belshaw - Essential Elements of Digital Literacies • Shoshana Zuboff – The Age of Surveillance Capitalism • Armer and Noujam – The Great Hack (Netflix Documentary) • Cass Sunstein – Sludge and Fact Checking Services
<p>Digital Creativity</p>	<p>Learners must investigate practice examples of digital Youth Work supporting young people’s creativity and self-expression. Examples include; podcasting, coding, makerspaces, animation, Instagram stories/reels, social media takeover, TikTok.</p> <p>Students should explore examples and opportunities of young people’s civic participation using digital tools. Examples include; Minecraft for urban planning, online activism, and ‘clicktivism.’ This relates to media and political literacy; Digital Youth Work provides an opportunity to help young people move from consumer to appraiser to creator of digital content.</p> <p>Explore the UK Government’s Essential Digital Skills Framework. Connect with local employers and/or careers service to explore the current and future digital skills needed for employment. Browse national and local government websites to identify the diversity of ‘digital first’ services e.g. benefits.</p> <p>Investigate Youth Work practice examples of supporting young people to develop these skills.</p> <p>Some examples of supporting vulnerable young people through transitions to develop basic digital skills can be found in the</p>

	<p>Carnegie UK Trust's #NotWithoutMe: A digital world for all? 2017 Report.</p>
Barriers	<p>Digital Youth Work can be a powerful tool for inclusion and breaking down barriers to participation, but there are also barriers to participation presented by digital and online Youth Work.</p> <p>Covid-19 lockdowns highlighted the considerable number of young people who do not have access to devices or data, putting them at risk of social exclusion through their digital exclusion. (Holmes and Burgess, 2020) (Pawluczuk, 2022)</p> <p>Explore opportunities for inclusion e.g. for young people who may not be able to physically attend a particular Youth Work setting for a range of reasons; rural isolation, young carer, disability, not being able to 'come out,' community of interest not locally based.</p> <p>Explore challenges to inclusive digital Youth Work and consider ways to address those barriers to participation.</p> <p>SALTO Diversity and Inclusion Resource Centre has a series of articles and podcasts on Inclusion and Diversity in Digital Youth Work.</p>
Types of Problems	<p>Young people may experience a wide variety of problems online including; hate speech, bullying, grooming and exposure to extreme content.</p> <p>Students should explore how Youth Workers can help young people to know how to respond to challenging situations online, understand platforms' reporting and blocking mechanisms and be aware of the need and routes to report to and get help from the police and other agencies.</p> <p>Youth Workers should be able to create professional online relationships with young people and maintain appropriate boundaries.</p> <p>Sources of information include; CEOP, The UK Safer Internet Centre (ChildNet and Southwest Grid for Learning), Action on Prejudice, No Hate Speech campaign.</p>

<p>Cyber Secure Behaviours</p>	<p>Cyber secure behaviours are about how to protect devices and personal information from cyber criminals. Cyber resilience also includes being able to recover when subject to an attack online.</p> <p>The National Cyber Security Centre holds up to date advice for the public on key things you can do to stay secure online.</p> <p>https://www.ncsc.gov.uk/cyberaware/home</p> <p>You can improve your cyber security by taking six actions:</p> <ol style="list-style-type: none"> 1. Use a strong and separate password for your email 2. Create strong passwords using 3 random words 3. Save your passwords in your browser 4. Turn on two-factor authentication (2FA) 5. Update your devices 6. Back up your data <p>Youth Workers have several roles in young people’s cyber security: role modelling cyber secure behaviours, securing the Youth Work environment, encouraging young people to understand and choose cyber secure behaviours.</p>
<p>Assess Risk</p>	<p>As with any Youth Work activity, there are elements of risk present with digital and online Youth Work. It is important to recognise and try to manage those risks without letting the potential of risk stop activity. Working to create a safe environment for young people is as essential for digital Youth Work as for traditional Youth Work.</p> <p>YouthLink Scotland’s Safeguarding Checklist for online Youth Work, 2020 developed at the start of the pandemic, is one of several useful resources to support safer online delivery. A crucial element to consider is around gaining participant and parental consent for online Youth Work. This also links with consent for sharing and storing data e.g. images, both in practice and as prominent issues for young people to grapple with in their online lives.</p> <p>There are also risks to young people and to the youth service of not implementing digital Youth Work. If Youth Workers are not able to support young people to navigate their online lives or provide learning opportunities that engage with the context of digitalisation, they are leaving the young people without support in what can be a</p>

	<p>challenging environment and will become less relevant to young people's needs.</p> <p>Much of this learning outcome is about applying existing organisational guidance in a new setting and template risk assessments are available to prompt and aid reflection on the students' practice situation. Templates around risk assessing digital Youth Work and assessing the risk of not implementing digital Youth Work are available from YouthLink Scotland.</p>
Digital Youth Work Practice	<p>The learner should plan, deliver, and evaluate digital Youth Work practice in their existing practice setting. This could be online, face-to-face, or blended, utilising digital as a tool, activity, or content in Youth Work.</p> <p>Observation by a colleague or manager is encouraged.</p>
Skills and Competences	<p>Skills and competences reflected on should relate to the National Occupational Standards for Youth Work 2019: CLD YW08 – Engage with And Empower Young People to Make use of Digital Media in their Daily Lives. These are connected to the competences outlined in the EU Expert Group on Digitalisation and Youth's 2018 report – Developing Digital Youth Work.</p> <p>Verke, Finland's Centre for Expertise in Digital Youth Work provides some useful online and downloadable tools for self-assessment in digital Youth Work:</p> <ul style="list-style-type: none"> • https://www.verke.org/en/tips/digital-youth-work-self-assessment/ (2019) • https://www.verke.org/en/publications/a-professional-digital-competence-toolbox-for-youth-work/ (2021)