

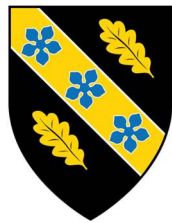


An Investigation in to
The Value of a Detached Youth Work Provision
within a community.

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07 May 2025

ECYW6001
Yr Athrofa: Education and Humanities



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1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: *C.Walters.*

Date: 04/05/2025

2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of BA Youth Work and Social Education.

Signed: *C.Walters.*

Date: 04/05/2025

3. This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references.

A reference list is appended.

Signed candidate: *C.Walters.*

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4. I hereby give consent for my dissertation, if accepted, to be available for photocopying, inter- library loan, and for deposit in the University's digital repository

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I am satisfied that this work is the result of the student's own efforts.

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Date:

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I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Acknowledgements.

Primarily, the writer would like to express their gratitude and thanks to their dissertation supervisor Angharad Lewis, for her patience and confidence to succeed.

Secondly, to acknowledge their colleagues in Pembrokeshire County Council, Youth Service, with your support and dedication in supporting the progression of the research, particularly singling out Chris Powles. Thank you for your support and for all the opportunities that were given to further the research.

Thirdly, the writer would also like to thank the participants to the research without your input, the research would not be possible.

Fourthly, to the final six. We made it and it's been a pleasure! Particularly highlighting the support and strength that Ann-Marie Rees shared, you truly are amazing.

Finally, and most importantly, thank you to the writer's family for their patience, understanding, and encouragement within the stressful times. To her husband, Eifion, her greatest supporter, thank you for your unwavering patience, constant encouragement, and steadfast belief. To her children, Lowri, Griff, and Mick, her endless source of love and inspiration, thank you for turning each day into an adventure.

Thank you.

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Abstract.

The aim of this dissertation is to explore *The Value of a Detached Youth Work Provision within a Community*. This research project explores the perceptions of young people, professionals and businesses within a community. This community has been fortunate to have access to a Detached Youth Worker for just under one year, as a pilot programme. This research presents the relevant national and international literature on Detached Youth Work and outlines what Detached Youth Work has looked like over the years and where it originated from. Surveys were carried out with seven young people and a mix of six participants of Professionals and Businesses within the community. Using a mixed methods Convergent Parallel Design and Thematic Analysis, themes of importance have been identified when exploring *The Value of a Detached Youth Work Provision within a Community*. The findings suggest that there has been an effective way of working with young people and with the wider community. The findings illustrate that value has been added to the community by having access to a Detached Youth Worker, however it was identified that further funding would be needed to allow the project to develop further, and further research is needed when the project has had more time to evolve, to include more varied participants for there to be appropriate recognition of value.

Acronyms.

ASB- Anti-Social Behaviour

BERA- British Educational Research Association.

CLD- CLD Standards Council Scotland.

CWWYS- Council for Wales of Voluntary Youth Services.

GDPR- General Data Protection Regulation.

NYA- National Youth Agency.

UNCRC- United Nations Convention on the Rights of the Child.

UWTSD- University of Wales Trinity Saint Davids.

W.A.G- Welsh Assembly Government.

W.G- Welsh Government.

Y/P- Young person.

YWWRG- Youth Work in Wales Review Group.

Chapter 1: Introduction.

This research project is an empirical study and aims to investigate *The Value of a Detached Youth Work Provision within a Community*. It will focus on the lives of the young people, job roles within services, and businesses within the community. This proposal was manifested through the researcher's own job role within a short Police and Crime Commissioner funded pilot scheme, employing Anti-Social Behaviour (ASB) Youth Workers to work with other services and agencies to support the initiative, using targeted Youth Work to manage young people committing ASB in hotspot areas. The role also involves identifying hot spot areas within the community and working with the young people within these, with the purpose of ASB Reduction, and health and wellbeing improvement. While being involved in this role the researcher has acknowledged the need for a Detached Youth Worker in the community, however, not to be solely focused on ASB issues as they have had many more supportive interactions with young people. Additionally, there have been many discussions involving cost verses the efficacy of this role. In the last decade budget cuts have been constantly looming (UK Youth, 2024) and the researcher would like to find out if this approach of detached Youth Work could be seen as a solution, or could add value to already existing provisions, and community well-being. This has brought an interest to the researcher of investigating the value that having a Detached Youth Work provision has on young people, services, and local businesses within the community. There are several Youth Work Teams in Pembrokeshire however these involve either referrals to them or having the young people attend a youth setting. Therefore, there are many young people that do not have access to Youth Work provisions within the community. The researcher aims to gain knowledge

on the possible further value that their Detached Youth Work project has had within that community, if any.

This study will consist of five further chapters: Firstly, this research will involve a short literature review. The purpose of this will be to provide reinforcement to the researcher's thinking while enforcing new thinking, and to gather further information and provide clarity in the understanding of the data produced by the research. The literature review will also delve into the practicality, benefit, and the worth of the Detached Youth Worker role to find the viability of having such provision, and the effects it can have on the community and people within it, especially the potential to make a positive difference to young people and give them the best chance of a positive future (Hall et al, 2024) and to link the purpose and understandings to the research (Cottrell, 2009). The literature review will pay attention to the rich and long history of Detached youth work. To explore its aspects of cost, access, risk management, educational aspects, business and policy, along with the importance of a community to other youth work provisions. It will be delving into the importance of Detached Youth Work and its definitions that are often confused with Outreach Youth Work.

Next, there will be a chapter on the Methods and Methodology being used, which will provide an insight into the consideration given to the research steps and tools used to gain the data. The chapter will discuss why the researcher thought the mixed methods approach was the best methodological framework to use and why it was chosen. It will outline the boundaries and scope to the research with an argument of why the researcher thought the methods are the most appropriate for the question and the circumstances (Sapin, 2013). The researcher will use an empirical study to develop this research. An

empirical study is a process of using real life experiences to develop research that can then have a conclusion drawn upon (Cohen et al, 2010). The researcher will adopt a Mixed Methods methodology, using a data collection method of a survey via MS Forms. The researcher will be using both quantitative and qualitative questions in this survey, where the research is provided by statistics from responses to closed as well as open ended questions (Sapin, 2013: Cohen et al, 2010). This will be a way of getting more in-depth answers, to understand and to explore with a larger perspective. It also provides opportunities to get a wider perspective of views and opinions (Braun and Clarke, 2022).

Following this there will be a Presentation of Data chapter, which will provide an insight into the results from the research. This will be to allow the researcher to focus on the information provided, allowing to be recorded via thematic analysis and to make direct comparisons between responses and identify themes (Braun and Clarke, 2022). As well as the use of questions which will elicit a quantitative response, the survey will also use qualitative questions to further scope of the value of having a Detached Youth Work provision within the Researcher's role in the community.

The subsequent chapter will discuss and analyse the data collected, making links to the Literature Review. The researcher will adopt a thematic analysis method when analysing the data, where the researcher will identify themes of the value of having a Detached Youth Work provision within a community and critically discuss these themes (ibid).

The Dissertation will finish with a conclusion to the research and its findings, providing recommendations for practice. This will bring together the previous chapters to allow a discussion on *The Value a Detached Youth Work provision has within a community*. If this research is successful it could lead to a compelling argument for sustaining Detached

Youth Workers in the community and implementing this further county wide. To begin to explore the Dissertation question, the next chapter will provide an in-depth Literature Review which will explore the themes associated with this empirical study.

Chapter 2: Literature Review.

This literature review is based on Detached Youth Work. The National Youth Agency (2020) and Council for Wales of Voluntary Youth Services (2014) define Detached Youth Work as engaging young people in informal settings like streets and parks, focusing on their needs and concerns to support their development. It offers an alternative to centre-based programmes, making it more accessible to those who may not attend traditional services. It focuses on engaging young people in their natural environments, rather than in formal settings, to build trust and address the issues young people may be facing (NYA, 2020; CWVYS, 2014).

The purpose of this literature review is to explore literature linked to the themes of the dissertation which investigates *The Value of a Detached Youth Work provision within a Community*. The literature review proposes to examine the potential value that Detached Youth Work has within communities, its effectiveness, challenges and its role in building relationships with marginalized groups.

This chapter will review existing research and literature to outline the historical background of Detached Youth Work, discussing its origins and how it has evolved over time. The literature review will follow key themes in Detached Youth Work literature including theoretical frameworks and approaches and methods which will describe the different approaches and the engagement techniques that Detached Youth Workers use. The impact and effectiveness of Detached Youth Work will be explored, including a review of the studies that have measured the impact of Detached Youth Work. The literature review will also highlight the policies and practices', such as the UK Government's policies and support through funding for Detached Youth Workers. These

themes will highlight the strengths and weaknesses of current research, which will allow the researcher to navigate and structure their own research. The literature review will also explore limitations that impact upon Detached Youth Work practice.

2.1 Background

According to Batsleer and Davies (2011) the beginnings of Detached Youth Work can be traced to the broader development of Youth Work in the early 20th century. However, in the late 1950s and early 1960s through the development of the Albemarle Report, Detached youth work was recognised in Britain as a powerful and effective way to support and guide young people (Smith and Doyle, 2002; Batsleer and Davies, 2011). Smith and Doyle (2002) note that in Britain, youth work began to transpire as a response to concerns over the strong characters and social well-being of young people, particularly those from working-class backgrounds, who were seen as vulnerable to social problems like delinquency and poverty (Smith and Doyle, 2002). Rogers (N/D) states that in the United States of America in 1955 prevention street-based projects were aimed to reduce on-street grooming and exploitation, and targeted in crime reduction (Rogers, N/D). Similarly, in other countries such as the Netherlands, Segulin et al (2019, p. 9) state that Detached Youth Work came in the 1960s in the wake of the Second World War, to tackle the issues on the streets such as, “preventing crime, drug problems, and supporting them in the transition to the labour market” (Segulin et al, 2019, p. 9). This brings a strong argument that the recognition and pivotal movement in Youth Work that was made after the Second World War was further than in Britain. This emphasises that meeting young people in environments where they felt comfortable would benefit young people and the wider community.

By the 1980s, detached youth work had gained prominence as Governments sought to address issues such as youth unemployment and gang violence. It was increasingly seen as a tool to divert young people from antisocial behaviour in economically deprived areas (Tett, 2011, *cited in* Ord, 2012). The field also adopted youth empowerment and participation, with a heightened focus on giving young people a voice in their communities with the introduction of the United Nations Convention on the Rights of the Child, known as the UNCRC (UNICEF, 1989). However, by the 1990s and early 2000s, detached youth work began to shift toward targeted work, with Jeffs and Smith (2002) stating that this meant working with "problem youth," influenced by Governmental priorities around crime prevention and social control (Jeffs & Smith, 2002).

New challenges were introduced in the early 21st century, such as Covid 19, with the rise of digital engagement and the need for youth workers to adapt to online spaces. The National Youth Agency (2020, p. 2) acknowledged "The need to transform our practice from working inside to virtual or detached youth work" (NYA, 2020, p.2). However, going passed the pandemic, and moving back into the youth centres/spaces, together with the economic crisis and funding cuts, UK Youth (2024, n.p) states that "despite this strong evidence of youth work's life-changing impact, the research also shows funding has fallen by hundreds of millions of pounds in 10 years – putting young people at risk" (UK Youth, 2024, n.p). This in turn poses significant threats to the sustainability of detached youth work services (UK Youth, 2024).

2.2 Theoretical frameworks

The theoretical underpinnings of Detached Youth Work are learned by humanistic and social learning theories. Humanistic approaches, particularly those of Carl Rogers (2020), highlight the importance of establishing a supportive and non-judgemental relationship with young people. This approach is adopted by Detached Youth Work, supporting young people as individuals with the potential for growth, providing that they receive the appropriate support in a non-coercive environment (Rogers, 2020; McLeod, 2025). Similarly, with Social Learning Theory (Tassoni et al, 2005), young people learn from interacting with their peers and adults, as outlined by Albert Bandura, who notes that behaviour is learned and developed through observing and imitating others. This concept plays a significant role in Detached Youth Work by emphasising the importance of observational learning, behaviour modelling, and the influence of social interactions in shaping young people's actions (Tassoni et al, 2005).

Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) supports this view by emphasising that a young person's development is influenced by the wider community and environment and not only by their immediate family. Bronfenbrenner states, many layers of an individual's surroundings play a vital role in shaping their growth. Within the microsystem, the way individuals are treated by those around them can significantly impact their behaviour. According to Bronfenbrenner (1979), humans are inherently social beings, and their development is shaped by the relationships they form—whether deep or superficial, all contribute to social development (Bronfenbrenner, 1979; Guy-Evans, 2024; Antony, 2022).

Detached Youth Workers use the Frameworks above to form and build strong relationships and trust with young people in the community. They follow policies and

guidance from the likes of Youth Work in Wales: Principles and Purposes (YWWRG, 2022), the Youth Work National Occupational Standards (CLDSCS, 2019) as well as the UNCRC (UNICEF, 1989) to adopt that youth empowerment and participation are paramount for young people to be able to drive their own change. Youth workers can support young people by connecting with local businesses, being active in the community, and fostering meaningful conversations. Smith (1994) highlights that relationship building through dialogue is key to effective community work. Techniques like street work, outreach and community profiling help understand young people's situations. Identifying surveillance and high-risk areas enables targeted interventions. Even without direct young people involvement, action programmes can be created to address community issues (Smith, 1994).

2.3 Approaches

The focus in all Youth Work is on the process of participation rather than the product of group activities (CLD, 2019; YWWRG, 2022). However, Detached Youth Work works with young people with their own natural friendship groups within their communities. The primary aim is to support individual and group learning, particularly in developing social awareness and skills, rather than simply achieving a material outcome. However, skilled detached workers strive to ensure positive outcomes in both the process and the final product (The Youth Association, N/D).

Detached youth work is often rooted in meaningful conversation, engaging young people in dialogue to help them explore and reframe the issues they are facing, often using humour. Practitioners model positive relationships to support young people in building

healthy connections with family, peers, schools, and the wider community. They also guide young people toward relevant services and support networks. Beyond conversation, detached youth work can include street-based projects such as sports, outdoor games, or art activities. These are specifically crafted for a particular individual or situation, with aims such as strengthening relationships, increasing social capital, improving access to support, and reducing the risk of exploitation or involvement in crime. Importantly, this work also addresses wider community concerns, fostering a greater sense of safety and connection among young people and their communities (Hall et al, 2024: Furlong et al, 1997).

Using these spaces to engage with young people shifts the usual power dynamic, giving young people a greater sense of power in their interactions with professionals. Detached youth workers must build trusting relationships on the young people's terms. They do this by maintaining a consistent and long-term presence within a community, gradually earning the young people's trust. This ongoing engagement allows Youth Workers to observe how young people interact within their peer groups and understand the power dynamics that exist in those local settings. Over time, this insight allows them to observe peer dynamics, understand local contexts, and develop empathy for young people's lived experiences (Fritz et al, 2016; Young, 2006).

2.4 Impact and effectiveness

There are many bodies of research evaluating the effectiveness of Detached Youth Work on young people's lives. For example, Thompson (2001) found that Detached Youth Work contributed to positive changes in young people's behaviour, especially in reducing

crime and ASB, with young people who were engaged being more connected within their communities (Thompson, 2001). Although many studies have provided insight to the nature of Detached Youth Work and explored experiences and perspectives of it, there seems yet to be strong quantitative evidence regarding impact, and there is a need for further exploration of whether strong impact evaluation is achievable. There were limitations in accessing literature and existing studies due to these difficulties. According to Hall et al (2024) various studies have examined young people's experiences of detached youth work and described its practice, however there is still a lack of strong quantitative evidence on its impact. This gap largely stems from the flexible, youth-led nature of Detached Youth Work, which makes it difficult to apply rigorous, causal evaluation methods. The lack of fixed eligibility criteria and a non-programmatic structure complicate efforts to measure engagement levels and establish suitable comparison groups (Hall et al, 2024).

Detached Youth Workers should relate and complement other services such as schools, community centres, police and community stakeholders. Rose (2018) notes that by uniting all key partners in a community, it can create a coordinated network of support and opportunities that help young people realise their rights and potential (Rose, 2018). Tiffany (2007) agrees, noting that having a strong network within a community, ensuring that services and stakeholders work together, providing updates in the community is key to success (Tiffany, 2007).

2.5 Limitations

New types of initiatives rely heavily on Detached Youth Workers to achieve their goals, for example, Essex Violence and Vulnerability Unit (2025) introduced a Detached Youth

Worker to support at risk young people, on a six month project, however, due to its success, it has gained an extension of further funding (Essex Violence and Vulnerability Unit, 2025). The influx of new funding has led to the creation of innovative projects, many of which have brought in a fresh wave of non-traditional Youth Workers. However, these are often targeted for crime and examine the role of Detached and Outreach Youth Work in promoting community safety (Pitts et al, 2002). Based on secondary research by Bernard Davies, Strayhorn (2024) investigated the effects of UK Conservative Government policies on open access Youth Work since 2010, with a specific focus on developments in England from 2018 onwards. It starts by outlining the distinctive features of open access Youth Work, before examining how austerity measures have led to the erosion of much of its local provision (Strayhorn, 2024).

Furthermore, Thomas et al (2012) stated that Detached Youth Work contributed to positive changes in young people's behaviours, particularly in terms of reducing involvement in crime and ASB (Thomas et al, 2012). The youth development field has shifted toward community-based outreach, recognising that traditional programmes cannot meet all young people's needs. Therefore, this means having Youth Workers directly engage with vulnerable and disconnected young people, rather than waiting for them to access services at fixed locations. While this study reinforced many of the benefits, it also highlighted the persistent challenges that make such outreach efforts difficult to sustain. These include organisational instability, inconsistent or short-term funding, and high staff turnover. Although these programmes often launch with strong potential and enthusiasm, their long-term viability is frequently compromised by these structural issues (Bocarro and Witt, 2002). Huddleston (2022) acknowledges that much

funding was awarded for Detached Youth Work however, it was targeted towards crime and ASB, not fluid Detached Youth Work (Huddleston, 2022; Sunak Conservative Government, 2024). However, in contrast, Rogers (2011) notes that Detached Youth Work must have some sort of structure, otherwise it is just chatting and less effective (Rogers, 2011).

2.6 Conclusion.

Detached Youth Work has become an essential method for connecting with young people within their own communities, providing tailored support that reflects their unique needs and situations. Despite ongoing challenges around funding and measuring impact, the focus on building trust and nurturing meaningful relationships remains at the heart of this practice. With sustained investment and thoughtful strategic planning, Detached Youth Work holds the potential to significantly enhance the well-being and growth of young people throughout Wales and to support communities to thrive. To begin to explore the methods of the study the next chapter will be a Methodology Chapter, which will provide an insight into the ways in which the study was carried out and reasons behind them.

Chapter 3: Methodology and Methods.

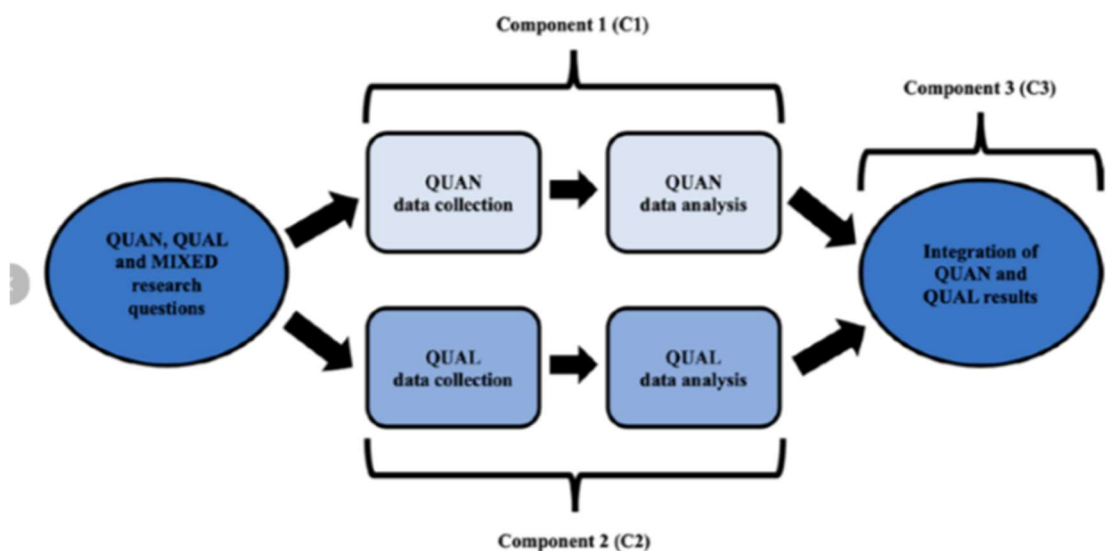
This chapter outlines the research design, method and methodology of the research used to conduct this study to investigate *The Value of a Detached Youth Work provision within a Community*. It will delve into the research design of using the method of a survey using mixed methods methodology of both qualitative and quantitative questions, to provide an extensive examination of the research question. This mixed-methods design allows for triangulation, and the opportunity where qualitative insights complement and enrich quantitative data, leading to a more complex understanding of the research topic (Bruan and Clarke, 2022; Cohen, et al, 2010; Cottrell, 2019). It will consider how the survey will be provided to participants on a voluntary basis, and the participants will be selected using purposive sampling to collect data from young people, local services, and stakeholders within the community that have had contact or engagement with a Detached Youth Worker, allowing the opportunity for them to express their opinions and add value to the research (Bruan and Clarke, 2022; CLD, 2019; W.G, 2018). The researcher will investigate data analysis showing the techniques that will be used to analyse the data provided from the survey. Additionally, this chapter will discuss the ethical considerations related to the research, for example the participants will have to provide informed consent to participate, and participants who are under 18 will have to gain consent from their parent or guardian in addition to their own consent to take part in the research. This will flow into exploring the limitations to the study, for example, the sample sizes used and the methodological constraints (Bruan and Clarke, 2022; BERA, 2018; EWC, 2022).

3.1 Research Design and Analysis.

This study utilises a mixed methods methodology, using a mixed research data collection method of a survey via Microsoft Forms, following a convergent parallel design, using a combination of qualitative and quantitative questions. Convergent Parallel Design involves collecting and analysing both qualitative and quantitative data and then bringing them together. This aims to provide a broader understanding by bringing together different data types to expand the insights (Alele and Malau-Aduli, 2023; Chicoine, Cote, Pepin, et al, 2021). The researcher in this instance requires obvious answers to the questions through quantitative questions, used as closed questions, with answers that can be used as tick boxes to provide numerical data that can be analysed in a more general way (Braun and Clarke; Kara, 2022; Cohen et al, 2010). However, the researcher desires the participants to have the opportunity to elaborate on their answers through qualitative questions, as open questions allowing the participant to further expand on their answers, which offers an in-depth insight into the participants own experiences and perceptions. The answers from both the qualitative and quantitative questions will be analysed separately and then brought together. This will be done using Thematic Analysis, to find common themes throughout the answers provided. The researcher has offered this as a way for developing a richer data set and the ability for the participants to answer various aspects of the research question and for the researcher to find out why the answers have been given, adding more value to the answers and understandings to them (Braun and Clarke, 2022; Kara, 2022; Cohen, et al, 2010). The researcher will use the information from quantitative data and use thematical analysis as a tool to be used bring together these answers from the qualitative data and draw upon a conclusion using

convergent parallel analysis. The model below shows how a mixed research survey can be used to collect both qualitative and quantitative data to be analysed separately and brought back together for the results to have a conclusion drawn upon.

Figure 1: A model of mixed methods convergent parallel design.



Visual model for the mixed methods convergent parallel design. QUAL, qualitative; QUAN, quantitative.

(Chicoine, Cote, Pepin, et al, 2021).

3.2 Research Questions.

The research questions that are guiding this study begin with quantitative questions asking how long and how often the participants have had contact with the Detached Youth Worker. This will set the scene on the time span and the possible number of interactions that have been made. The qualitative questions will then follow into the effectiveness of these interactions on the participants' personal and professional lives.

They will explore whether or not the participants think that the Detached Youth Worker has added value to their lives/work and if so how. Additionally, adding further scope with qualitative questions such as, since being involved with the Youth Worker, what is the biggest change you have seen in your life? And has your work or your business/service benefited from having a Detached Youth Worker in the community, if so, in what way has it benefited? This offers the opportunity in an open question for the participants to draw upon their experiences of their contact with the Detached Youth Worker and if it has had a positive impact to them or not (CLD, 2019; YWWRG, 2022).

3.3 Participants and Data Collection.

The participants will be a mix of young people, community stakeholders, and local services, such as Police and Fire Service personnel, with the expectation of a sample size of 10 young people and two from each service/stakeholder group. The participants will be selected using purposive sampling (Nikolopolou, 2022; Palinkas, Horwitz, and Green, *et al*, 2015; Dawson, 2019). This is where the participants are purposefully selected to take part in the research, in this instance by having had contact or engagement with the Detached Youth Worker. There would be no purpose to the research if a participant had not had contact with the Detached Youth Worker as the aim of the research is to find out if there has been any value to having contact with a Detached Youth Worker (Nikolopolou, 2022; Palinkas, Horwitz, and Green, *et al*, 2015; Dawson, 2019). Young people will be the main focus of the research as Youth Workers work towards giving young people a voice and an opportunity to share their own experiences (WG, 2018, YWWRG, 2022; CLD, 2019; Sapin, 2013). The survey will be sent to community stakeholders and local services Via a MS Forms QR Code through an email. This way the survey will be available to access

when their schedule suits. The young people will be offered the survey via a MS Forms QR Code that they can scan on their phones, or they will be given the opportunity to use a Youth Service device. Once the survey has been completed the data will automatically be on the online forms, therefore, there will be no retrieval of the data needed. This will be done for ease and speed of data collection to benefit both the participants and the researcher (Brauna and Clarke, 2022; Cohen et al, 2010).

3.4 Ethical Considerations.

These ethical considerations can be seen in detail in the Ethics Form in Appendices 8.1. These ethical considerations are in accordance with UWTSD Research Ethics and Integrity Code of Practice (UWTSD, 2022) and the BERA Ethical Guidelines for Educational Research (BERA, 2024). In addition, ethical considerations include adhering with GDPR and Data Protection Act 2018 requirements, along with the requirements of the UWTSD Research Data Management Policy (Data Protection Act, 2018; University of Wales Trinity Saint David, 2022).

A critical ethical consideration is the need to ensure participants' informed consent. The participants will be verbally informed of details of the research procedures and their roles within the research process. In addition, they will be provided with a detailed information sheet that will be attached to the consent form and at the start of the surveys, along with contact details should they need further information. The researcher will not assume that the participants understand the research, and any potential risks. Therefore, the researcher will ensure all participants understand their roles within the research, any potential risks to themselves and how these will be mitigated, why, where, and how the research will take place. The researcher will ensure that the participants understand that

they have a right to withdraw consent and their participation at any time in the research, and the information that they have contributed to the data, even though they have given written consent. The researcher will go through the information sheet with every participant before the beginning of the research to ensure all participants have a clear understanding and have no more questions (ibid).

The participants' consent will be needed verbally and in writing before the research takes place. Consent forms will be kept on a secure device, password protected and will not be needed, or linked to individual contributions, therefore the participants will not be recognised by their contribution to the research (Data Protection Act, 2018; UWTSD, 2022).

Debriefing is an important consideration, and all participants will be told in writing and will also be provided with an information session included in each survey before the research begins. This will be done to provide answers to any questions the participants may have and to ensure all participants have full understanding. The consent forms will have an option to provide contact details to receive a copy of the research findings. This will be done via email link or post. There will also be an opportunity for a catch-up session, where the results of the findings can be explained and explored (BERA, 2018; UWTSD, 2022).

Another important ethical consideration is confidentiality and anonymity. Names will only be asked for on the consent forms of under 18-year-old participants, and their names are not necessary for the research data. Due to the lack of young people participants under the age of 18 returning signed consent forms, although the young people themselves have consented to take part, the senior manager of the local youth

club has provided a letter of consent for the young people involved in the youth club setting to take part in the research (please see appendices 3 for a copy of the letter). These young people have had contact with the Detached Youth Worker both within the youth club and out in the community in her role as Detached Youth Worker. This will not have individual names identified on it therefore, the data cannot identify the participant. This will be explored further in the limitations section of this chapter. The researcher will be the only person to have access to the raw data. This will be stored on a password protected device (Data Protection Act, 2018; UWTSD, 2022).

Another key ethical consideration to consider is conflict of interest, particularly when considering that the Dissertation question is based on the researcher's paid role. The Survey will be written in a non-biased way, and the questions will be followed without deviation. The participants can choose to complete the survey at a time convenient with them within a set time limit. Therefore, the researcher is to have the least amount of involvement possible when participants are completing the Survey. The Participants will be chosen on a first come first serve basis from a selected group who have been supported by the Detached Youth Work project (BERA, 2018; UWTSD, 2022).

3.5 Limitations of the Study.

There has been barrier through time limitations to the study having a brief time frame and due to there being an incident in the community. Many of the young people that have had contact with the Detached Youth Worker have not been seen out and about to be able to offer the opportunity of taking part in the study (Dawson, 2019; Creswell, 2013). Additionally, the young people not appreciating the importance and urgency to having a signed consent from a parent/guardian. Although young people have been very forward

in choosing to take part in the study, there has been an issue in receiving signed consent forms from their parent/guardian. The young people have not understood why they cannot participate with their own consent alone, and this has been explained to them. Due to the lack of parent/guardian consent forms returned, the Senior Manager of the Youth Club has provided a letter of consent for the researcher to be able to conduct the survey with members that attend the local youth club and have had contact with the Detached Youth Worker. This approach offers up more participants, however, limiting these participants to a specific group (Dawson, 2019; Creswell, 2013). This heightens the risk of sampling bias, with the lack of broader population of participants due to purposeful sampling and the lack of understanding to the urgency of returning the parental consent forms for the under 18-year-old participants (Dawson, 2019; Creswell, 2013).

3.6 Conclusion.

This chapter has described the methodology used in this study, outlining the research design, in using a mixed-methods survey approach ensuring an extensive understanding of the research problem by merging the strengths of both the qualitative and quantitative research. Data collection methods and data analysis techniques that will be used will separate the results using a mixed methods convergent parallel design (Alele and Malau-Aduli, 2023; Chicoine, Cote, Pepin, et al, 2021). Then bringing these results back together using thematic analysis to find themes within the data. The participants and sampling strategy used is purposive sampling to ensure the participants have had contact with the Detached Youth Worker. The researcher's ethical considerations have been discussed, such as debriefing the participants, ensuring informed consent is given, full

confidentiality is kept throughout and after the research is conducted, and conflict of interest is mitigated against, with the researcher's minimal involvement in the data collection. This chapter ends in discussing limitations of the study, where the researcher had to mitigate the barrier of young people not having the consent forms filled in to be able to take part in the study, by utilising a local youth setting to gain organisational consent to use participants that attend the youth club. This allowed further limiting to the samples of young people used. To begin to explore the data, the next chapter will be a Presentation of Data chapter, which will provide an insight into the results from the research.

Chapter 4: Presentation of Data.

This chapter will begin to explore the data collected, which will provide an insight into the results from the research. This data will start to show us if the research has been successful in investigating *The Value of a Detached Youth Work Provision within a Community*. This chapter will follow a Convergent Parallel Design (Alele and Malau-Aduli, 2023; Chicoine, Cote, Pepin, et al, 2021). Initially the quantitative data will be looked at starting with the young person's survey, followed by the professional and businesses survey, before moving on to share details from the qualitative data. Using Thematic Analysis, both sets of data will then be brought together to find commonalities and themes (Braun and Clarke, 2022; Kara, 2022; Cohen, et al, 2010). Due to the constraints of the word count in this chapter the researcher has chosen to present the data against the three main themes found. The main theme found was Community Engagement, followed by Building Relationships, and finally, Facilitating Change and Support when Issues Arise, such as ASB. Before the chapter presents the data against each theme, some demographic information will be shared.

Figure 1:



This Pie Chart refers to the ages of the young people participants. Four young people

were in the age bracket of 11-13 and three were 14-16, and all young people were therefore aged between 11-16 years old.

Community Engagement

Figure 2:



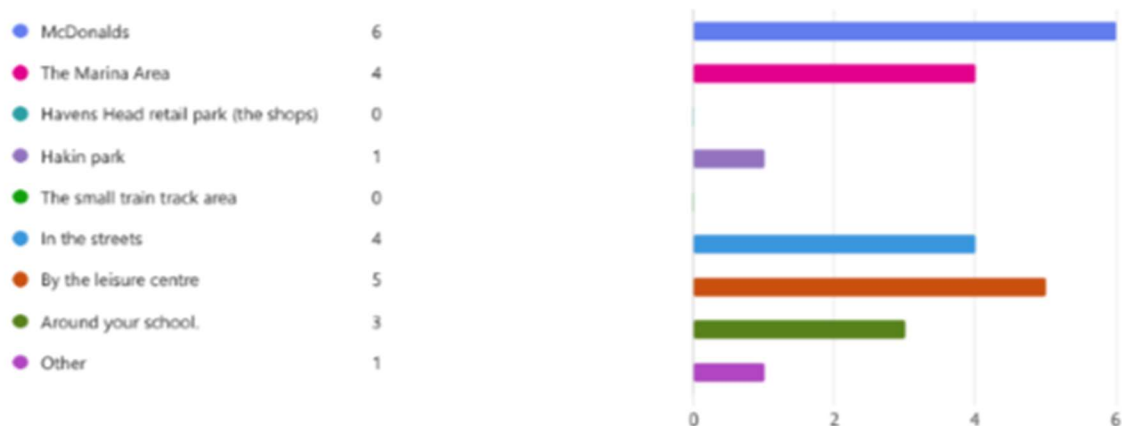
The Pie Chart in Figure 2 refers to the question “How long ago was your first ever meeting with the Youth Worker in the Community”. Five out of the seven young people had met with the Detached Youth Worker at around the start of the pilot. This is also reflected in the answers from the question answered by the professionals and businesses “how many months have you been working with the Detached Youth Worker?”. With P/B one, two, five, and six answering “10 months”. When considering how regularly the young people engage with the Detached Youth Worker, the pie chart in Figure 3 below, created in response to the question, “how often do you have contact with the Detached Youth Worker”, shows that four of the seven young people have had regular contact with the Detached Youth Worker on a weekly basis. Together these represent and acknowledge active community engagement.

Figure 3:



The pie chart in Figure 3 shows how often the young person has contact with the Detached Youth Worker, where more than half of the participants shared that they have contact once or more times a week.

Figure 4:



The graph in Figure 4 shows the areas where the participants have had contact with the Detached Youth Worker. It shows that the most popular areas are McDonalds, where six out of the seven participants have had contact. The second most popular area being near the leisure centre with five of the seven participants having had contact there. The response to this question shows that the Youth Worker has had contact with young people in several different areas within the community and that both the young people and the Youth Worker do not stick to single areas.

Figure 5:



The graph in Figure 5 shows the how often the Detached Youth Worker has contact with individual professionals and businesses. A theme to this graph shows that the Detached Youth Worker regularly has contact/communicates within the community. This is echoed in the graph below (Figure 6) which shows how the professionals and businesses have responded to the question “How would you rate your experience with working with a Detached youth worker?”. Three respondents rated this experience as 5 out of 5, and three rated their experience as 4 out of 5, giving an overall average rating of 4.5 out of 5.

Figure 6.



A theme that has emerged from the responses presented in Figures two, three, four, and five shows that the Detached Youth Worker regularly has contact/communicates within

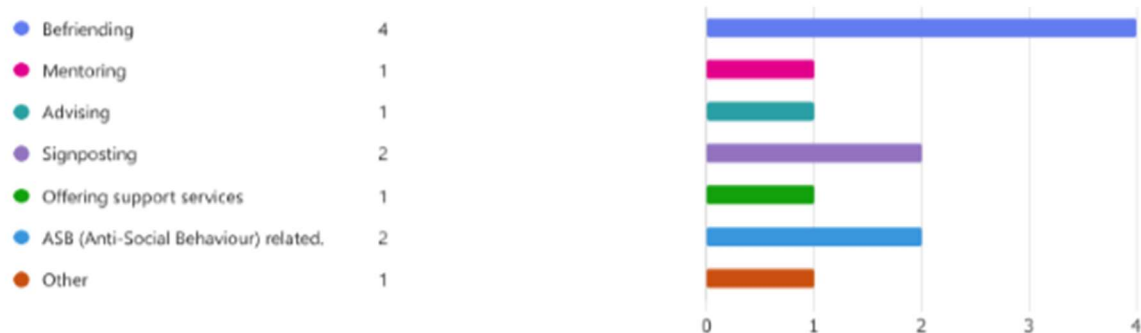
the community. This reflects the responses presented in Figure six, where many young people stated they often have contact with the Detached Youth Worker in the community. These responses show that there is a theme of strong community engagement. Additionally, the young people respondents, in response to question eight, “have you been involved in any of the activities the youth worker has arranged, or sign posted you to?”, showed that they have been involved in other community activities. For example, four respondents have attended community events such as “darts on the marina” (Y/P4), “hook a duck and the police street activity day” (Y/P5), “ASB session with the police and fire” (Y/P6), and Y/P7 stating they had been to “some of them”.

This notion of strong community engagement is followed with the responses from the Professionals and Businesses survey. For example, question four asked “Have you found your interactions effective?” (which refers to their interactions with the Detached Youth Worker) where P/B3’s response was positive stating that “Partnership working with the youth worker has enabled me to engage with young people who traditionally would shy away from speaking an officer in public”, thus breaking down stereotyping in the community. In addition, P/B6 stated that liaising with the Detached Youth Worker “helped us with not only advice but putting a plan into place and getting other services involved”, therefore showing a wider service involvement. The responses from question 5 of the Professionals and Businesses Survey, “has your work or your business/service benefited from having a Detached Youth Worker in the community?”, echoes this. For example, P/B3 responded with “Yes, young people are safeguarded, local community can see that partners are actively addressing ASB in their area”. Furthermore, these responses were echoed in the responses to question 7 of the Professionals and

Businesses Survey, “Do you think there is a need for this type of youth work in this community”, which elaborated on the responses to question 6. For example, P/B3 responded with, “Having someone to bridge the gap between the council and the local business is an excellent asset to the community”. This reinforces the perception of encouraged community engagement and partnership working and acknowledges the appreciation from the community of this.

Building Relationships

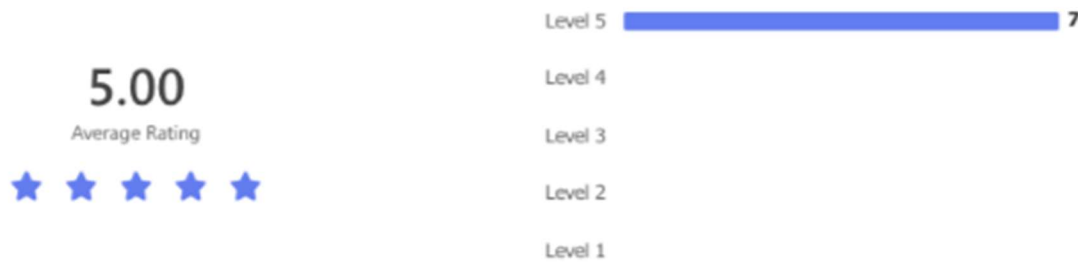
Figure 7.



The graph in Figure 7 shows the context of the contacts made with the Detached Youth Worker. Respondents could select all that applied to them. The area which gleaned most responses was “befriending” with 4 young people selecting this. Two young people selected “signposting”, and two selected “ASB related” reasons. “Mentoring”, “Advising”, “Offering Support Services” and “Other” reasons were also identified as the context for the young people’s contact with the Detached Youth Worker. When linking the responses presented in Figure 7 with the young people’s rating of their interactions with the Detached Youth Worker (presented in Figure 8 below), where all 7 young people rated their interactions with the Detached Youth Worker as being 5 out of 6, this shows

strongly that the young people have had positive experiences and value building a relationship with the Detached Youth Worker, as has been acknowledged in their responses.

Figure 8:



The scale in Figure 8, shows the rating the young people gave the Detached Youth Worker and their interactions. The impact of the Youth Worker and young person relationship is reflected in their responses, where all respondents unanimously rated their experience with the youth worker as five out of five.

A growing theme from the responses of the question “How does the Youth Worker support you during your interactions” is of positive interactions with the Youth Worker, which reflects the Youth Worker and young person's relationship. For example, Y/P1 described the Youth Worker support as “being Kind” and Y/P4 described this as “Being friendly”, with Y/P6 describing this as “Just chatting”. Together with the response from question 11, “add any further comments here about your experience with the Detached Youth Worker that you may not have had the opportunity to share yet”, Y/P3 stated they have had a “good experience” with the Youth Worker. This also shows that there has been a gap filled in the involvement with the Youth Services, as in Question 10, “Do you have any other involvement with Youth Workers?”, participants unanimously stated they

attended youth clubs, with Y/P2 stating that they were also involved with the school-based Youth Worker. This shows that the Detached Youth Worker has built on the relationships with young people within the community.

The positive impact of building relationships can also be seen in the responses to question four of the Professionals and Businesses Survey, “have you found your interactions [with the Detached Youth Worker] effective?” Responses highlight the added relationships that have been built within the community, with P/B3 responding with “breaking down barriers, to higher levels of quality engagement”, and P/B5 stating “yes, the young people have seemed to engage better when with the detached youth worker”. These all re-enforcing the notion of stronger relationship building within the community. Added to this is the response from question nine, “Please add any further comments here about your experience with the Detached Youth Worker that you may not have had the opportunity to share yet”. For example, P/B2 stated

I’ve found since talking with her that I’ve better learnt how to deal with youngsters and that through continued interaction I have gained a better relationship with most youngsters in the area. Overall, she is a credit to the youth worker department.

(P/B2, 2025)

Thus, this strengthens the notion that relationship building has reached further than that of Youth Worker to young person.

Facilitating Change and Support when Issues Arise

The final theme identified from the data collected was being supportive when issues arise. For example, question seven from the young person’s survey, “how does the youth worker support you during your interactions”, saw Y/P 3 stating “by helping me agree with

the manager of McDonalds” and Y/P5 noted how the Detached Youth Worker “helps me if I get bullied and helped me and my friend when we needed help”. This shows that on two occasions the Youth Worker was available when support was needed in the community, when possibly there could have been an escalation. This theme is followed through with the responses from the Professionals and Businesses Survey, with the responses to question four “have you found your interactions [with the Detached Youth Worker] effective” including “yes, her knowledge with the young people has helped in situations” P/B1), P/B2 stated how the Detached Youth Worker “has been very helpful with my interactions with the youth in the area”, and P/B3 stating “this provides an additional layer of safeguarding and assist us in directing resources to emerging hotspots”. In addition, P/B6 responded by stating “I feel we have more support to help combat the anti-social behaviour that we see at the business”. These responses support the notion that support has been given by the Detached Youth Worker to young people, services and businesses alike to support against issues with ASB within the community.

Question five of the Professionals and Businesses Survey asked “Has your work or your business/service benefited from having a Detached Youth Worker in the Community? If so, in what way has it benefited?”. The respondents unanimously responded positively to this questions with three responses to the theme of having support with information, decision making, and facilitating the implementation of new thinking and systems. For example, P/B4 stated “Yes, gathering information and using their local knowledge to help in decision making”, P/B5 stated “Yes as joint patrols have been carried out and local knowledge shared between service and detached worker”, and P/B6 stated “the support has helped us get a system in place to help combat the antisocial behaviour”.

Figure 9.



The pie chart in Figure 9 shows the responses to question six from the Professionals and Businesses Survey, “Do you think there is a need for this type of Youth Work in this community?”, with five responses answering yes and one stating maybe. The subsequent question “Please, elaborate on your answer for the previous question?” saw a response from P/B5, who chose the maybe on the previous question, stating “I believe in some cases it works but it all depends on whether the youths in the area are open to engage”. However, P/B1 noted that “As there isn't much for youths to do in our local area, having a youth worker Helps give them things to do rather than turn to antisocial behaviour”. This highlighted the support given to young people for alternative activities. The responses from question nine of the Professionals and Businesses Survey, “please add any further comments here about your experiences with the Detached Youth Worker that you may not have had the opportunity to share yet”, echoed this, with P/B3 stating “The project has been a benefit to the local community. To enhance this further, a budget for resources/hosting regular activities to entice young people to attend”. Additionally, P/B6 responded with “Through no fault of the youth worker, I feel like you could have done more had you been given more time & funding”. Therefore, more than one

respondent shared the opinion that more time and further funding could benefit this type of work further.

Conclusion

An insight into the data gathered follows three clear themes of a positive nature. Firstly, community engagement, which has been acknowledged in the responses from both the young people along with the professionals and businesses with statements recognising this. Secondly, the building of relationships has been appreciated by the young people despite having contact with the Detached Youth Worker through ASB issues. This highlights the ways Youth Workers address issues, differently to maybe how others work. Additionally, an acknowledgement was made through the professionals and businesses survey of strong relationship building within the wider community. The third theme of facilitating change and support when issues arise, highlighted the support given when ASB issues arise, and support in understanding young people's behaviour and providing information to support systems for change. To explore the data further, the next chapter will provide a discussion and interpretation of the data which will provide an in-depth exploration of the results from the research into *The Value of a Detached Youth Work Provision within a Community*.

Chapter 5: Discussion of Results.

This chapter will provide an in-depth exploration of the data collected within the research. It will discuss the findings in relation to the research question which explores *The Value of a Detached Youth Work provision within a community*. It will compare and relate the data to the existing literature reviewed earlier in Chapter 2, while exploring what the findings mean in relation to the Detached Youth Worker providing value to the community. Additionally, it will acknowledge the limitations of the research and identify potential areas for further studies. It will follow the main themes found in the previous Presentation of Data chapter; firstly, Community Engagement, followed by Building Relationships, and finally Facilitating Change and Support when Issues Arise.

Community Engagement.

The theme that emerged from the data of Community Engagement can be linked to Chapter Two where both Rose (2018) and Tiffany (2007) acknowledged the importance of uniting key partners and building strong networks within a community to enable support, and opportunities to facilitate young people to reach their potential. Fritz et al (2016) and Young (2006) concur this stating that maintaining a consistent, long-term presence in the community is key to gaining the trust of young people. Additionally, the researcher has recognised new findings in literature by YMCA Swansea (N/D) where they stated that they have found that using a multi-agency approach is effective in their work. The data displayed in Figures two, three, four, five, and six in Chapter Four provide an insight into the location and presence the Detached Youth Worker has had within the community. This provides clear findings that the Detached Youth Worker has profiled the

community that they are working within and understands the places young people go. Figure three identifies how often the young people have had contact with the Detached Youth Worker. The findings were that over half of the participants have contact with the Detached Youth Worker in the community once or more times a week. Figure four strengthens this notion showing the areas the Detached Youth Worker has contact with the young people. For example, there were 24 responses to the question “Where have you seen the youth worker in the community? Please click on all that apply”, this shows that the young people do not have contact with the Detached Youth Worker in one area, proving that both the Detached Youth Worker and the young people move within the community. Furthermore, Figure five reflects the contact the Detached Youth Worker has had with the professionals and businesses. Although three participants stated weekly contact and three participants stated monthly contact, as these findings only reflect the contact with the individual and not with the setting to which they work, this does not fully reflect the engagement that may have been had with the service or business, only that with the individual. However, from the responses given to the question “have you found your interactions [with the Detached Youth Worker] effective?” P/B6 stated that collaborating with the Detached Youth Worker “helped us with not only advice but putting a plan into place and getting other services involved”. Thus, this demonstrates the level of support provided and the significance of providing strong community engagement for further multi-agency working.

Building Relationships.

A strong theme that materialised from the findings was one of the Detached Youth Worker having built trusting relationships with the young people. This links to the

literature found in Chapter Two, where Rogers (2020) and Smith (1994) highlight the importance of building strong supportive relationships with young people and how this is key to making Detached Youth Work work (Rogers, 2020; Smith, 1994). Additionally, to this, the National Youth Agency (N/D), CLDSCS (2019) and the YWWRG (2022) provide aims and guidance on how relationships between Youth Workers and young people provide opportunities for learning (NYA, N/D; CLDSCS, 2019; YWWRG, 2022). Youth Link Scotland (N/D, p.3) states that Youth Workers must “build effective and meaningful relationships with young people through regular contact, mutual trust, respect and understanding” (Youth Link Scotland, N/D, p.3). Moreover, the findings show that strong relationships were built, for example, Figure seven identifies the reasons why the Detached Youth Worker has engaged with the young people. All the areas presented were selected, with 4 responses to “befriending”, two responses to “signposting” and two responses to “ASB related” reasons. When linking this to the responses in Figure eight, showing the rating of five out of five from all respondents, this provides an insight into the strong relationships that have been formed between the Detached Youth Worker and the young people. Despite having had initial contact through ASB related issues, the young people identify that they have had positive experiences that they have shown to be of value to them, despite the possible reasons of the initial contact being of a negative nature.

Facilitating Change and Support when Issues Arise.

The final theme that was apparent within the findings was one of being supportive and encouraging change, and this was mirrored in the findings of the Literature Review. For example, literature identified in Chapter two by Tassoni et al (2005) outlined the

importance of observational learning, behaviour modelling, and social interactions, and how these play a crucial role in shaping the actions and development of young people . In addition, Thomas et al (2012) note that Detached Youth Work plays a significant role in promoting positive behavioural changes among young people, particularly by reducing their involvement in crime and antisocial behaviour. The data presented in Chapter 4 shows that a young person saw value through having the Detached Youth Worker advocate for the young people and giving them a voice. This was one of the responses to the question “how does the youth worker support you during your interactions”, which saw Y/P 3 stating “by helping me agree with the manager of McDonalds” and Y/P5 noted how the Detached Youth Worker “helps me if I get bullied and helped me and my friend when we needed help”. This presents a clear view of the power of having a Detached Youth Worker providing support to the young person and in empowering them to have a voice, and that the Detached Youth Worker has worked in accordance with Youth Work’s principles and values, as outlined in the National Occupational Standards (CLDSCS, 2019), Youth Work in Wales: Principles and Purposes (YWWRG, 2022), and the Youth Work Strategy for Wales (WG, 2019). The results from the Professionals and Businesses survey echoed this when responding to the question “Has your work or your business/service benefited from having a Detached Youth Worker in the Community? If so, in what way has it benefited?”. P/B5 responded with “Yes, gathering information and using their local knowledge to help in decision making”. P/B5 also stated “Yes as joint patrols have been carried out and local knowledge shared between service and detached worker”, and P/B6 stated “the support has helped us get a system in place to help combat the antisocial behaviour”. These reinforce the notion that change has been facilitated and support has been given to young people and the wider community.

Limitations and Sample Characteristics.

A barrier that was encountered by the researcher during the research was obtaining signed consent forms from the participants' parents and guardians. Young people were not as proactive in getting these signed as had been hoped. This caused concern to the researcher due to time constraints, therefore, to ensure that data was collected, the researcher obtained a written letter of consent from the manager of the local Youth Centre. Therefore, the researcher was able to ask young people who were both supported by the Detached Youth Worker and were attached to this Youth Centre to take part in the survey. However, this approach limited the study by restricting the young people participants, and this was reflected in the findings from the demographics presented in Figure 1. Figure 1 indicates that the young people participants were aged between 11-16 years, therefore, the data does not fully reflect the views of all the young people that have had contact with the Detached Youth Worker. Further studies could be undertaken with more time with a wider cohort of young people. Additionally, as this Detached Youth Work project was new at the time the research was undertaken, in order to add value to this research it would be good to engage in further research after the project has had time to develop and evolve, thus potentially adding value to the research. This recognises what Hall et al (2024) stated in Chapter Two, that it is difficult to apply rigorous, casual evaluation methods, and there are often complications in efforts to research and measurement (Hall et al, 2024). The concept of further research will also be discussed in the final chapter of this dissertation.

Conclusion.

The research demonstrates that Detached Youth Work holds significant value within the community by fostering engagement, building strong relationships, and supporting young people through times of need. The data supports existing literature and reveals clear benefits, particularly in promoting trust, facilitating change, and encouraging multi-agency collaboration. Despite limitations in participant diversity and sample size, the findings suggest that this model of Youth Work is effective and well-received. Continued support and future investment are crucial, alongside broader studies to assess long-term impact. Overall, the data has identified that the Detached Youth Worker plays a vital and positive role in shaping outcomes for young people and communities. To end the research, the final chapter will provide a final summary of the research, combining the key findings and their connections to the research question which explores *The Value of a Detached Youth Work Provision within a community*. The final chapter will also consider recommendations for further research, and will present recommendations for Youth Work practice.

Chapter 6: Conclusion and Recommendations.

This chapter presents a summary of the key findings from this research project, revisiting the researcher's examination of *the Value of a Detached Youth Work Provision within a Community*. It outlines how the research contributes to understanding the distinctive role of Detached Youth Work, before offering implications for practice and policy. The chapter also presents targeted recommendations for future research and concludes with final reflections from the researcher.

Summary of Findings.

This study has investigated the practice, impact and *the Value of a Detached Youth Worker within a Community*, as a provision of engaging young people in informal settings outside of traditional provisions. Detached Youth Work is defined by its outreach approach, meeting young people in the spaces they naturally occupy such as parks, and streets, rather than requiring them to attend set programmes or settings (Smith, 1994; Bocarro and Witt, 2002). Through using surveys with young people and local professionals and businesses and a review of relevant literature, this research has brought to light the approach's potential alongside its practical constraints.

One of the primary findings was that the Detached Youth Worker offered an inclusive, flexible, and accessible form of young person and community engagement. The Detached Youth Worker built trusting, meaningful relationships through repeated, informal contact over time. These emerged as a central theme throughout the research, where young people were more likely to engage with the Detached Youth Worker they

viewed as consistent, non-judgemental, and community embedded. Furthermore, the findings highlighted that the Detached Youth Worker played a crucial role in intervention, by establishing a non-intrusive presence in young people's environments, networking and community engagement. The Detached Youth Worker identified emerging risks and provided support before situations escalated. This included signposting to relevant services, informal mentoring, and support. This model also fosters a sense of community ownership and inclusion by giving young people a voice in local decision-making processes. However, the research also identified significant challenges. Among the most pressing is the issue of funding, which hampers the ability to sustain long-term relationships and plan strategically. Detached Youth Work often falls outside formalised statutory Youth Services, making it vulnerable to cuts and reorganisation (Bocarro and Witt, 2002; UK Youth, 2024; Huddleston, 2022). In addition, there is a lack of universally accepted frameworks for evaluating outcomes in Detached Youth Work, due to its informal and often non-linear nature. This makes it difficult to quantify impact in ways that satisfy policymakers or funding bodies.

Despite these limitations, the research clearly illustrates that the Detached Youth Worker remains a vital asset in promoting social inclusion, supporting in the reduction of anti-social behaviour, and fostering community cohesion. Its strengths lie in its adaptability, grassroots connection, and ability to meet young people on their own terms within this community.

Implications for Practice and Policy.

The findings of this study have direct implications for both practitioners and policymakers. For practice, there is a need to embed reflective, trauma-informed, and culturally sensitive approaches within detached provisions. Detached Youth Workers must be equipped with the tools to not only build relationships but to effectively respond to complex needs without replicating the power dynamics of statutory systems. Policymakers should recognise Detached Youth Work as an essential element within youth engagement strategies. Its informal nature should not exclude it from receiving structured support or investment; it should be acknowledged as a complementary provision that fills the gap where other services may not reach. Investment in Detached Youth Work can contribute to early intervention targets, reduce young person offending rates, and support mental health and wellbeing. This requires a shift in perception, from seeing Detached Youth Work as a reactive or supplementary service, to understanding it as a proactive and preventative force within this community.

Recommendations for Further Research.

Building on the findings, the following areas are proposed for future research:

1. Conduct Longitudinal Studies

To better understand the sustained impact of the Detached Youth Work, longitudinal studies should be conducted. These would track individuals over time, expressing the long-term influence of early relationships formed through Detached Youth Work in this community, and evaluating life outcomes in areas such as education, employment, and wellbeing.

2. Explore Links Between Detached Youth Work and Anti-Social Behaviour Reduction

There is anecdotal evidence through the researchers practice that Detached Youth Work can reduce incidents of Anti-Social Behaviour by building rapport with young people and offering meaningful alternatives. Further research could examine this link in a structured way, using both qualitative and quantitative data to assess the community impact.

3. Evaluate Training Needs for Practitioners

A focused study on training gaps would help ensure that the Detached Youth Worker is equipped with the skills necessary for effective practice. This includes areas such as trauma-informed care, de-escalation techniques, cultural competence, and safeguarding in unregulated environments.

4. Investigate the Impact of Public Policy

Detached Youth Work is heavily shaped by policy shifts, such as austerity and Youth Service restructuring. Research should analyse how changes in public policy have affected the availability, structure, and outcomes of Detached Youth Work provisions.

5. Involve Young People as Co-Researchers

To ensure authenticity and relevance, future evaluations of Detached Youth Work should incorporate young person led research. Involving young people as co-researchers empowers them and ensures their perspectives and experiences are central to evaluating and developing practice.

Final Reflections.

The study's findings, supported by existing literature, highlight the importance of maintaining a Detached Youth Worker in the community, as this role effectively engages young people through trust-based relationships. However, the evidence also suggests that one worker may not be enough to meet the area's diverse needs. Expanding the team or adding support staff could enhance reach and impact. Overall, the research not only supports continuing the role but also makes a strong case for scaling it up through further investment and evaluation.

This research project has confirmed the unique role that the Detached Youth Worker has played in supporting vulnerable young people and strengthening this community. It has affirmed that relationships, presence, and trust are increasingly vital in a rapidly changing social environment. The findings highlight that young people have benefited from this service that sees them as individuals, not problems, and meets them in the spaces they occupy. Despite structural challenges, the commitment and creativity of the Detached Youth Worker stands out as a strength to the community. If appropriately supported, this has the potential to transform how we engage with young people, moving from service delivery to partnership, from intervention to empowerment. Detached Youth Work should not be seen as an emergency response to social breakdown, but as a consistent, valued presence in the lives of young people. This research concludes that the findings from this research have highlighted that value has been added to the community through having access to a Detached Youth Worker. However, through

ensuring further funding and time for the role to strengthen, it will add more value to the role and outcomes seen within the community.

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Chapter 8: Appendices.

8.1. Appendices 1: Ethics Form.

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.
Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Carina Walters			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	*	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

3	Institute/Academic Discipline/Centre:	Institute of Education and Humanities, Centre for Childhood, Youth and education.
4	Campus:	Carmarthen
5	E-mail address:	2206384@student.uwtsd.ac.uk
6	Contact Telephone Number:	07484156731
For students:		
7	Student Number:	2206384
8	Programme of Study:	BA Youth Work and Social Education
9	Director of Studies/Supervisor:	Mrs Angharad Lewis

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	* ☐ x	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in)	☐	Angharad Lewis	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	*
2	UWTSD Research Data Management Policy	*
3	BERA Guidelines: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024 (British Educational Research Association, 2024).	*
4	The code of Occupational Ethics for the Youth Service in Wales -(Education Training Standards, 2012).	*

5	Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019).	*
6	The Code of Professional Conduct and Practice (Education Workforce Council, 2022).	*

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	N/A				
2	Contact person name	N/A				
3	Contact person e-mail address	N/A				
4	Is your research externally funded?	YES	☐	NO	*	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	*	
6	Are you specifically employed to undertake this research in either a	Voluntary	YES	☐	NO	*
7	paid or voluntary capacity?	Employed	YES	☐	NO	*
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	*
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	*

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	*
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	An Investigation in <i>The Value of a Detached Youth Work Provision within a Community in Pembrokeshire</i>.		
2	Proposed start date:	16/10/2024	Proposed end date:	07/05/2025
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity This proposal was manifested through the researcher's own job role within a short Police and Crime Commissioner funded pilot scheme, employing ASB Youth Workers to work with other services and agencies to support the initiative, using targeted Youth Work to manage (work with/support?) young people committing ASB in hotspot areas. The role also involves identifying hot spot areas within the community and working with the young people within these, with the purpose of ASB Reduction, and health and wellbeing improvement. This has brought an interest to the researcher of investigating the value that having a detached Youth Work provision has on young people, services, and local businesses within the community. The researcher is interested in delving into areas such as cost, access, benefits, risk management, and educational factors. With budget cuts constantly looming, this could be something that can be seen as a solution or that could add value to already existing provisions, and community well-being. (this box should expand as you type)			
4	Research Question What is the value of a detached youth work provision within a community? (this box should expand as you type)			
5	Aims of Research Activity			

	The aim of this research proposal is to investigate <i>the value of a detached Youth Work provision within a community</i>, the lives of the young people, job roles within services, and businesses within the community. The researcher aims to gain knowledge on the possible further value this has had within that community, if any. The aim is to speak to people within the community, such as; young people, businesses, Youth Workers, and the local police force to find evidence to the value of having a detached youth work provision within this community. The researcher will delve into the practicality, benefit, and the worth of the role to find the viability of having such provision and the effects it can have on the community and people within it, especially the potential to make a positive difference to young people and give them the best chance of a positive future (Hall et al, 2024). (this box should expand as you type)
6	Objectives of Research Activity To conduct a literature review, paying attention to the rich and long history of street-based youth work, cost, access, risk management, educational aspects, business, practicality and policy, along with the importance of a community. I will be conducting research in the form of a survey, which will involve approaching the people within the community that the researcher has had previous engagements with and offer the opportunity to take part in these research activities. This will involve building on knowledge, understanding and insight into the participants' experiences and perceptions (Hall et al, 2024). This will be done to provide data on the value of the current working practices, while also gaining knowledge from the participants, that may be able to reflect on the issues and experiences, that may have occurred from their encounters, observations, and experiences The researcher will adopt a thematic analysis method when analysing the data, where the researcher will identify themes of the value of having a detached youth work provision within a community. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	The researcher will use an empirical study to develop this research. An empirical study is a process of using real life experiences to develop research that can then have a conclusion drawn upon. The researcher will be using quantitative methods in this research, this is where the research is provided by statistics from responses to closed questions (Sapin, 2019: Cohen et al, 2010). The researcher will adopt a Mixed Methods methodology, using a mixed research data collection method of a survey via MS Forms to include questions that will give both qualitative and quantitative answers. Consent forms will be shared with 15 young people in the hope that 12 young people will participate. A further 5 consent forms will be shared with- each business and professionals in the hope of 3 three from each to be returned. This will be a way of getting more in-depth answers, to understand and explore -with a larger perspective (Braun and Clarke, 2022). It also provides opportunities to get a wider perspective of views and opinions. The researcher will use a purposive sampling approach, involving already established groups of young people, professionals, and local businesses that have been engaged or worked alongside

	within the community to take part in the survey. This will be done to gather data on the real feelings of the young people on what the value has been to them. It is hoped that data will also gather young people's ideas of how initiatives can be put into place to further support the provision should they want it, to promote them to be living in healthier environments. This method would delve into the individual experiences, therefore, providing an in-depth understanding of their lived experiences and perspectives which are important considerations for Youth Workers and are in-line with Youth Work's principles and values (CLD Standards Council Scotland. 2019). Additionally, the survey will be done without the researcher present, to avoid the possibility of discomfort from offending the researcher, avoidance of answering the questions, and participation. It was thought that by using this method the young people will have the opportunity to participate, avoiding others influencing their decisions. The answers given will therefore, be of their own view in avoidance of coercive or confirmative behaviours from peers and colleagues. The researcher will make use of the mixed method approach, to be used indirectly through the survey, in a safe, confidential space. This will be to allow the researcher to focus on the information provided, allowing to be recorded via coding, and to make direct comparisons between response (Braun and Clarke, 2022). The survey will use qualitative questions to further the scope of the value of having a detached youth provision within their role in the community. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Pembrokeshire, own space for privacy, however, should a participant need the use of a device, Wi-Fi or a safe space to complete the survey, access will be provided within the community. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	*
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	*	☐
13	A resilient Wales	*	☐
14	A healthier Wales	*	☐
15	A more equal Wales	*	☐
16	A Wales of cohesive communities	*	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	*
18	A globally responsible Wales	*	☐
19	If YES to any of the above, please give details:		
	Wellbeing of Future Generations Act 2015- A prosperous Wales: To bring health and well-being to all young people, which promotes development skills and to bring a positive impact on young people's lives. Furthermore, to support and sustain education and therefore, future employment opportunities. To ensure that young people have an attractive, safe, and supportive community, for them to be able to succeed in life. Have a more equal living, in a community that has everything young people need to thrive and prosper. A resilient Wales: Promoting and uniting a community to maintain or enhance the attractiveness, viability, and safety of the community through engagement and informal education. A Healthier Wales: To explore the issues surrounding poor mental health and well-being, with the reduction in possibilities of committing crime and thus, breaking potentially generational cycles of crime and poor health. A more equal Wales: To gain an understanding of issues within the community. To promote support and provide equal educational opportunities, and to address health and well-being needs of young people. With a focus on diversity and inclusivity to aid health and well-being equality. A Wales of cohesive communities: Keeping young people physically safe from harm, potential criminal activities and promoting safety from poor mental health through providing education and support and signposting services that can offer further support on the issues that will be discussed. A globally responsible Wales: Researching locally, to recognise the influence a detached youth worker has and the potential to move further to make a larger impact on Wales, and improve the economic, social, environmental and cultural well-being of Wales" and possibly globally. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	*	☐
2	Use of interviews?	☐	*
3	Use of focus groups?	☐	*
4	Use of participant diaries?	☐	*
5	Use of video or audio recording?	☐	*
6	Use of computer-generated log files?	☐	*
7	Participant observation with their knowledge?	☐	*
8	Participant observation without their knowledge?	☐	*

9	Access to personal or confidential information without the participants' specific consent?	☐	*
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	*
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	*
12	Investigation of participants involved in illegal activities?	☐	*
13	Use of procedures that involve deception?	☐	*
14	Administration of any substance, agent or placebo?	☐	*
15	Working with live vertebrate animals?	☐	*
16	Procedures that may have a negative impact on the environment?	☐	*
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☐
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	*
2	Adults (over the age of 18 and competent to give consent)?	*	☐
3	Vulnerable adults?	☐	*
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	*	☐
5	Prisoners?	☐	*
6	Young offenders?	☐	*
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	*
8	People engaged in illegal activities?	☐	*
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	*
	Details of any other participant groups:		

	(this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Approximately 20 people. (this box should expand as you type)
11	Who will the participants be?	Young People, Service professionals, and local business owners. (this box should expand as you type)
12	How will you identify the participants?	Through my work I have developed a collaborative relationship with these people where the young people have come forward voluntarily to develop this research project. I want them to make an informed decision whether or not to participate in this research project, for it to be fully understood that it is their decision whether or not to participate. (this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	*	☐	☐
14	Will you tell participants that their participation is voluntary?	*	☐	☐
15	Will you obtain written consent for participation?	*	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	*	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	*
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	*	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	*	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	*	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	*	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	*	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	*	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	*	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	*	☐
28	If YES to any question, please provide full details			
	N/A (this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>*</td> </tr> </table>	Yes	☐	No	*
Yes	☐					
No	*					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Privacy:	During the surveys there will not be a need for identifying information. The consent forms will be the only forms with names and ages on and identification will be kept private and will not be published. Furthermore, these will be kept on a secure password protected storage site and cannot be linked to individual questionnaires or answers.				
	Consent:	Consent will be needed in writing by the participant if over 18 years old, and if under 18, consent from a guardian will be needed . Additionally, if the young people chose to complete the survey at the same time as they are with the Researcher (in a detached Youth Work session), the participants can also provide consent verbally with the understanding that they have the right to withdraw at any time.				
	Emotional stress and/or distress:	Ensuring the participants are informed and understand what is expected from them, and that they can leave at any time. They will be provided with signposting information and options of individual conversations that will not be recorded.				
	(this box should expand as you type)					

	(this box should expand as you type)	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	(this box should expand as you type)	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: Conflict of interest: Accusations of harm: Distress: (this box should expand as you type)	How you will mitigate the risk to the investigator: The Survey will be written in a non-bias way and the questions will be followed without deviation. The participants can choose to complete the survey at a time convenient with them within a set time frame. Therefore, the researcher is to have the least amount of involvement possible when participants are completing the Survey. The Participants will be chosen on a first come first serve basis from a selected group. The researcher will not make any physical contact with or be alone with individual young people. I will have an extra adult with me for the research. The researcher will have pre-organised a distress plan should distress occur. Participants will be given options to step out, have a break and take their time with the survey. Alternatively, to opt out of the research altogether. If the participants are with the researcher, they will be offered a safe space, and confidential conversations, with sign posting available to services in which they can access. If the participants are not with the researcher, contact information will be available on the participation letter and consent form. (this box should expand as you type)
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Risk to reputation: (this box should expand as you type)	How you will mitigate the risk to the University: The researcher has familiarised themselves with the university's Code of Conduct, UWTSD Ethical Research Guidance. The researcher will follow all the universities guidance, Code of Ethics, Code of Practice, Safeguarding, and confidentiality policies. No research will take place until the researcher has gained ethical approval. (this box should expand as you type)

6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	*	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	001799615950		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	All participants will be told in writing and will also be provided with an information session before the research begins. This will be done to provide answers to any questions the participants may have and to ensure all participants have full understanding. The consent forms will have an option to provide contact details to receive a copy of the research findings. This will be done via email link or post. There will also be an opportunity for a catch-up session, where the results of the findings can be explained and explored. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before

	data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	The participants will be verbally informed with details on the research procedures and their roles within the research process. In addition, they will be provided with an information sheet that will be attached to the consent form, along with contact details should they need further information. The researcher will not assume that the participants understand the research, and the risks. Therefore, the researcher will make sure all participants understand their roles within the research, risks to themselves, why, where and how the research will take place. The researcher will make sure that the participants understand that they have a right to withdraw consent and their participation at any time in the research, and the information that they have contributed to the data, even though they have given written consent. The researcher will go through the information sheet with every participant before the beginning of the research to make sure all participants are clear and have no more questions- (British Educational Research Association, 2018), and in accordance with UWTSD Research Ethics and Integrity Code of Practice. Consent will be needed verbally and in writing before the research takes place. Consent forms will be kept on a secure device, password protected and will not be needed, or linked to individual contributions, therefore the participants will not be recognised by their contribution to the research. This is in accordance with GDPR and the Data Protection Act 2018 (Hancock, 2018) and UWTSD Research Data Management Policy. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Names will only be asked for on the consent forms, not necessary for the research data. Therefore, data cannot identify the participant. The researcher will be the only person to have access to the raw data. This will be stored on a password protected device. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	*
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	N/A <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO

3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	*
If YES, provide a description of the special category data and explain why this data needs to be collected:			
4	N/A <i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	*
6	University computers?	☐	*
7	Private company computers?	☐	*
8	Home or other personal computers?	☐	*
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	*
10	“Cloud” storage or websites?	*	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
The researcher will be the only one with access to the data and information. Paper copies will be shredded, and audio copies will be destroyed after the work is scrutinised by an exam board. <i>(this box should expand as you type)</i>			

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	*
14	Sharing of data with others at the University outside of the immediate research team?	☐	*
15	Sharing of data with other organisations?	☐	*
16	Export of data outside the UK or importing of data from outside the UK?	☐	*

17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	*
18	Publication of data that might allow identification of individuals?	☐	*
19	Use of data management system?	☐	*
20	Data archiving?	☐	*
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	The Researcher: Carina Walters. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The Researcher: Carina Walters. <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	All data and information to do with the research will be kept on a secure password protected device, until the results are published, then all data will be safely destroyed. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	*
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	*

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	<u>C.Walters</u>	Date: 04/12/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

*	I have read the guidance notes supplied before completing the form.
*	I have completed ALL RELEVANT sections of the form in full.
*	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
*	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
*	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<https://www.uwtsd.ac.uk/academic-office/appendi>

8.2. Appendices 2: Parental consent form.

Consent Form for Young Person's Survey.

My name is Carina Walters, and I am a final year student at the University of Wales Trinity Saint David. As part of my Youth Work degree, I am carrying out research to find the value, if any, of having a Detached Youth Work provision in a community.

I am asking if you would be happy for your Son/Daughter to complete an online survey about the recent interaction they have had with a Detached Youth Worker in the community where they live/spend their time. This survey is based on my role as a Detached Youth Worker.

The survey has 11 questions and will take no more than 10 minutes of their time. Participation in this survey is voluntary – this means they do not have to take part in this. If they choose to participate in this survey, they will not be asked to add their name to the survey. This means the comments they make are totally anonymous. Their participation in this survey will not impact current or future professional relationships with the Youth Worker.

All responses will be kept strictly confidential to the researcher involved, and at NO time will individual responses be released to the public. This gives them a chance to express their views in a confidential and anonymous manner and still be able to make a difference.

Further information: Thank you for reading. Participation in this study is completely voluntary so they can withdraw from the research at any stage. If they wish to withdraw their answers from this research then please email 2206384@student.uwtsd.ac.uk with the subject Survey Withdrawal, with the date and time of completion, I will do my best to comply. If they choose to withdraw, this will have no impact on our relationship or our work together. This research has gained Ethical approval by UWTSd, and will continue to be monitored. Should they wish to receive a copy of the completed research then please email 2206384@student.uwtsd.ac.uk with the subject Research Copy, including their name, and this will be sent to them once completed and verified.

Thank you.

1. I have read the information above and I consent to my Son/Daughter to take part in this survey. *

☐ Yes

☐ No

2. Name of Parent or Guardian giving consent. *

Enter your answer

3. Signature of Parent or Guardian giving consent (typing your name acts as your signature). *

Enter your answer

4. Full name of Son/Daughter taking part in the survey. *

Enter your answer

 Add new question 

8.3. Appendices 3: Letter of consent from the Senior Youth Club Manager.

Date - Dyddiad: 25/03/2025 Your ref - Sich cyfnewid My ref - Fy nghyfnewid Telephone - Ffôn: 07825365150 Email - E-bost: Steve.lewis@pembrokeshire.gov.uk www.pembrokeshire.gov.uk / www.sir-benfro.gov.uk		Pembrokeshire County Council Cyngor Sir Penfro WILL BRAMBLE CBE, Chief Executive / Prif Weinodwr STEVEN RICHARDS-DOWNES Director of Education Cyfeirddwr Addysg Pembrokeshire County Council, County Hall, HAVERFORDWEST, Pembrokeshire, SA61 1TP Cyngor Sir Penfro, Newydd y Sir, HAVERFORD, Sir Benfro, SA61 1TP Telephone / Ffôn 01437 764551 Please ask for Os gwelwch yn dda gofynnwch am Steve Lewis
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To whom it may concern,

REF: Carina Walters, Level 6 student Survey at Youth Club

I am writing to give consent for Carina Walters, a Level 6 student at the University of Wales Trinity Saint David, to conduct her survey with the members of Haverfordwest Youth Club and Milford Haven Youth Club.

I have reviewed the content of the survey and deem it appropriate and necessary for young people to complete. I have also noted that Carina Walters has clearly stated in her introduction that participation in this study is voluntary, and young people are free to withdraw from the survey at any point. Furthermore, young people will be required to give their consent before taking part in this survey.

This research is intended to gather valuable insights that will contribute to the understanding of the impact and effectiveness of Detached Youth Work, which is vital for the continued development and support of Youth Work in Pembrokeshire.

We understand that participation is entirely voluntary, and all data will be handled responsibly, adhering to ethical guidelines to ensure confidentiality and respect for the young people's privacy.

Yours faithfully,



Steve Lewis
Senior Youth Worker
Pembrokeshire Youth Service

We welcome correspondence in Welsh and English, and will respond within a maximum of 15 working days. We will respond in the language in which the correspondence is received (unless you ask us to do otherwise). / Rydym yn croesawu gohebiaeth yn Gymraeg a Saesneg a byddwn yn ymateb cyn pen 15 diwrnod gwaith fan bellaf. Byddwn yn ymateb yn yr un iaith â'r ohebiaeth a dderbyniwyd (oni bai eich bod yn gofyn i ni wneud yn wahanol).

For a copy in large print, easy-read, Braille, audio, or an alternative language, please contact Pembrokeshire County Council on the number above. / Os am gopi mewn print mawr, fformat hawdd ei ddarllen, Braille, sain neu mewn iaith arall, cysylltwch â Chyngor Sir Penfro ar y rhif uchod.

8.4. Appendices 4: Young person survey.

Young Person's Survey

My name is Carina Walters, and I am a final year student at the University of Wales Trinity Saint David. As part of my Youth Work degree, I am carrying out research to find the value, if any, of having a Detached Youth Work provision in a community.

I am asking if you would be happy to complete an online survey about the recent interaction you have had with a Detached Youth Worker in the community where you live/spend your time. This survey is based on my role as a Detached Youth Worker. So, when you read the questions and you see the phrase 'Detached Youth Worker', this means when I support you out in the community in places such as Hakin Park, McDonalds and by the Leisure Centre.

The survey has 11 questions and will take no more than 10 minutes of your time. Participation in this survey is voluntary – this means you do not have to take part in this. If you choose to participate in this survey, you will not be asked to add your name to the survey. This means the comments you make are totally anonymous. Your participation in this survey will not impact current or future professional relationships with your Youth Worker.

All responses will be kept strictly confidential to the researcher involved, and at NO time will individual responses be released to the public. This gives you a chance to express your views in a confidential and anonymous manner and still be able to make a difference.

Further information: Thank you for reading. Your participation in this study is completely voluntary so you can withdraw from the research at any stage. If you wish to withdraw your answers from this research then please email 2206384@student.uwtsd.ac.uk with the subject Survey Withdrawal, with the date and time of completion, I will do my best to comply. If you choose to withdraw, this will have no impact on our relationship or our work together.

This research has gained Ethical approval by UWTSd, and will continue to be monitored. Should you wish to receive a copy of the completed research then please email 2206384@student.uwtsd.ac.uk with the subject Research Copy, including your name, and this will be sent to you once completed and verified. Thank you.

1. Do you consent to taking part in this survey? This means, do you wish to take part in this study? *

☐ Yes

☐ No

2. How old are you? *

☐ 11-13

☐ 14-16

☐ 17

☐ 18+

3. How long ago was your first ever meeting with the Youth Worker in the community? *

☐ 1 week

☐ Since Christmas

☐ Since October half term

☐ Since the summer holidays

☐ Before the summer holidays

4. How frequent are your meetings with the Youth Worker in the community? *

☐ Several times a week

☐ Weekly

☐ Monthly

☐ Not very often

5. Where have you seen the youth worker in the community? Please click on all that apply. *

- ☐ McDonalds
- ☐ The Marina Area
- ☐ Havens Head retail park (the shops)
- ☐ Hakin park
- ☐ The small train track area
- ☐ In the streets
- ☐ By the leisure centre
- ☐ Around your school.
- ☐ Other

6. What is the purpose of your meetings? Please click on all that apply. *

- ☐ Befriending
- ☐ Mentoring
- ☐ Advising
- ☐ Signposting
- ☐ Offering support services
- ☐ ASB (Anti-Social Behaviour) related.
- ☐ Other

7. How does the Youth Worker support you during your interactions? Please explain your answer. For example, the Youth Worker helps me with knowing the different activities available in the area/helps me access additional support etc *

Enter your answer

8. Have you been involved in any of the activities the youth worker has arranged, or sign posted you to? If no, why? If yes, what are your thoughts of these activities? *

Enter your answer

9. How would you rate your experiences with the Detached Youth Worker? *



10. Do you have any other involvement with Youth Workers? If yes, please let me know some more – for example Youth Clubs, Outreach Team, Housing, Youth Justice *

Enter your answer

11. Please add any further comments here about your experience with the Detached Youth Worker that you may not have had the opportunity to share yet. *

Enter your answer

8.5. Appendices 5: Professionals and Businesses Survey.

Professionals/Local Businesses Survey

My name is Carina Walters, and I am a final year student at the University of Wales Trinity Saint David. As part of my Youth Work degree, I am carrying out research to find the value, if any, of having a Detached Youth Work provision in a community.

I am asking if you would voluntarily complete an online survey, please, about the recent interaction you have had with a Detached Youth Worker in the community in which you work.

The survey has less than 10 questions and will take no more than 10 minutes of your time.

Participation in this survey is voluntary and anonymous, and this will not impact current or future professional relationships.

Further information:

This research has gained Ethical approval by UWTSD, and will continue to be monitored.

If you wish to withdraw your answers from this research then please email 2206384@student.uwtsd.ac.uk with the subject Survey Withdrawal, with the date and time of completion, I will do my best to comply. If you choose to withdraw, this will have no impact on our relationship or our work together.

Should you wish to receive a copy of the completed research then please email 2206384@student.uwtsd.ac.uk with the subject Research Copy, including your name, and this will be sent to you once completed and verified.

To consent to taking part in the research, please click Yes to question 1 and complete the remaining questions.

If you have decided not to take part in the research please click No to question 1 and then you can close the survey.

Thank you.

Section 1

...

1. Do you consent to taking part in this survey? *

☐ Yes

☐ No

2. How many months have you been working with the Detached Youth Worker? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Months The whole project

3. How often do you have interactions with the youth worker? *

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Seasonal
- ☐ Not very often
- ☐ Never

4. Have you found your interactions effective? If so in what way? If not why? *

Enter your answer

5. Has your work or your business/service benefited from having a Detached Youth Worker in the Community? If so, in what way has it benefited? *

Enter your answer

6. Do you think there is a need for this type of Youth Work in this community? *

- ☐ Yes
- ☐ No
- ☐ Maybe

7. Please, elaborate on your answer for question 6? *

Enter your answer

8. How would you rate your experience with working with a Detached youth worker? *



9. Please add any further comments here about your experience with the Detached Youth Worker that you may not have had the opportunity to share yet. *

Enter your answer

8.6. Appendices 6: Supervision Record.

Date of Meeting	Type of Meeting	Summary of Outcomes	Student	Supervisor	Duration of Meeting	Running Total
21/1/25	In person	Talk through the introduction chapter and how to do the surveys	<i>C.Walters</i>		1 hr	1 hr
30/1/25	On-line	A catch up session to see how i am getting on and provide encouragement to move forward.	<i>C.Walters</i>		1 hr	2 hr
13/2/25	On-line	Discussion on the questions for the survey and the letter of consent.	<i>C.Walters</i>		1 hr	3 hr
4/3/25	On-line	Discussion on the methodology chapter and the literature review chapter	<i>C.Walters</i>		1 hr	4 hr
6/3/25	On-line	Discussion on the Literature review Chapter	<i>C.Walters</i>		30 mins	4.5 hr
8/4/25	On-line	Discussion regarding the Presentation of Data chapter	<i>C.Walters</i>		1 hr	5.5 hr
24/4/25	On-line	Discussion regarding the Discussion of Data and Conclusion and recommendations Chapter	<i>C.Walters</i>		1 hr	6.5 hr
1/5/25	On-line	Discussion regarding the conclusion and recommendations chapter.	<i>C.Walters</i>		1 hr	7.5 hr