ABC Awards

SEG Awards ABC Awards Level 2 Award and Certificate in Youth Work Practice

Qualification Guide

Level 2 Award – [601/5530/9]
Level 2 Certificate – [601/5531/0]

About Us

At the Skills and Education SEG Awards (ABC)[1] we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:
https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

The ABC Awards specification codes are A4303-02 and C4303-C2.
The date of this specification is September 2019. The Issue number is 8.3.

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[1] ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guidance is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Overview

Introduction

The ABC Level 2 Award and Certificate in Youth Work Practice have been developed to replace the previous regulated Level 2 suite of Youth Work Practice qualifications. This redevelopment has been led by the National Youth Agency (NYA) in consultation with the National Council for Voluntary Youth Services (NCVYS) and the Youth Work sector.

The Level 2 Certificate in Youth Work Practice replaces the previous Level 2 Certificate in the Youth Work Apprenticeship Framework for England. (For more information, please visit http://www.afo.sscalliance.org/frameworks-library/ to access the latest framework document).

Aims

The ABC Level 2 Award/Certificate in Youth Work Practice aim to support the skills and knowledge needed to become a competent Assistant Youth Support Worker. These qualifications replace the previous Level 2 Award and Certificate in Youth Work Practice. The qualifications contain some common mandatory units which can be transferred into higher level qualifications if learners wish to expand their training and knowledge further.

These qualifications aim to provide practitioners with a qualification that embraces National Occupational Standards for youth work and their mandatory competencies containing knowledge requirements and levels of skill.

Target Group

These qualifications are designed for people who are already working in a youth work environment (public, voluntary or private sector, paid or unpaid) in an assisting or supportive role and who are supervised. The Award and the Certificate are suitable for those who are 14+, and who may have limited experience of youth work and want an access route to a qualification. This qualification is for delivery in England. A welsh version of the qualification is offered by ABC Awards and more information on this

qualification can be found on the ABC website or by contacting an ABC Awards Centre Support Officer.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Progression Opportunities

Learners who achieve the ABC Level 2 Award in Youth Work Practice may wish to complete additional units to achieve the ABC Level 2 Certificate in Youth Work Practice. Learners may also consider progression onto the ABC Level 3 Certificate and/or Diploma in Youth Work Practice.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

The Level 2 Certificate in Youth Work Practice is the minimum qualification required for those wishing to work as a JNC qualified Youth Support Worker Assistant.

Resource Requirements

Learners must have access to a working environment.

Tutor Requirements

The NYA stipulate that **tutors** of these qualifications must:
- for the delivery of Theory of Youth Work and Work Based Practice units, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales (A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales);
- for the delivery of Theory of Youth Work and Work Based Practice units, have a minimum of three years practice experience. The remaining units should be delivered by experienced practitioners with expertise in the subject area;
- have a sound understanding of National Occupational Standards for Youth Work;

- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork activities (this could include, for example, youth work practice, supervision of practitioners or training delivery), within the last three years.

Assessor Requirements

The NYA stipulate that **assessors** of these qualifications must:
- for the assessment of Theory of Youth Work and Work Based Practice units, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Theory of Youth Work and Work Based Practice units, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification** (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.

- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual /Qualifications Wales;
- hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1);
- be committed to, and able to evidence, further training and development.

It would be expected that by September 2017 all trainers and assessors are working to the standards outlined above.

Language

These specifications and associated assessment materials are in English only.

<u>Minimum</u> Qualification Requirements for JNC Youth Work Practice Qualifications			
Units	**Trainers / assessors**	**Internal QA**	**External QA**
Theory of Youth Work	JNC Professional Youth Worker	JNC Professional Youth Worker	JNC Professional Youth Worker
Work-based Practice	JNC Professional Youth Worker		
Mandatory units L2	JNC YSW Level 3		
Mandatory units L3	JNC YSW Level 3		
Optional units L2&3	Relevant qualification/expertise*		
***Some optional units are youth-work-related so need a qualified youth worker while others may be specialist units (e.g. substance misuse/sexual health) where an expert in that particular area would be better qualified.**			

Qualification Structure and Content

Qualifications	
ABC Level 2 Award in Youth Work Practice ABC Level 2 Certificate in Youth Work Practice	
Regulated	The qualifications, identified above, are all regulated by Ofqual
Assessment	Internal assessment, internal and external moderation Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit.
Grading	Pass
Operational Start Date	01/02/2015
Review Date	29/02/2020
Operational End Date	31/03/2020
Certification End Date	31/03/2023
ABC Sector	Youth and Community
Ofqual SSA Sector	1.3 Health and Social Care
Stakeholder Support	The National Youth Agency
Contact	See ABC website for the Centre Support Officer responsible for these qualifications.

ABC Level 2 Award in Youth Work Practice

Rules of Combination**:** Learners must achieve 11 credits to gain the qualification

Mandatory Group A	Unit Number	Level	Credit Value	GLH
Theory of Youth Work	T/506/9206	2	4	30
Safeguarding in a youth work setting	J/506/9226	2	3	20
Young People's Development	M/506/9219	2	2	13
Engaging and Communicating with Young People	F/506/9239	2	2	10

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Qualification Purpose	D1. Confirm competence in an occupational role to the standards required
Entry Requirements	Learners need to have access to the real work environment
Age Range	Pre 16 ✓ 16 – 18 ✓ 18+ x 19 + ✓
Recommended GLH[2]	Minimum 73 guided learning hours. **Please note:** The GLH for each unit has been calculated as a component of the total unit time. The total unit time is the number of hours which represents an estimate of the total amount of time required for a learner to demonstrate achievement of a unit. The total unit time is based on the following calculation: Total unit time = Guided learning time + Independent research time + Assessment time Centres must ensure that their session plans and schemes of work recognise the total amount of time required for a learner to demonstrate achievement of a unit appropriately. Therefore, please include within your schemes of work/ session plans where time for independent research

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[2] See Glossary of Terms

	and assessment has been suggested/completed, and please also note that this independent study and assessment time does not form part of the unit GLH.
Recommended TQT[3]	110
Credit Value	11
Learning Aims Ref.	60155309
Type of Funding Available	See Learning Aims Search website
Qualification Fee / Unit Fee	See ABC website for current fees and charges
Additional Information	See ABC website for resources available for this qualification. Learners who have achieved any of the units in this qualification can transfer credits to the ABC Level 2 Certificate in Youth Work Practice. Also, some of the mandatory units can be transferred to the ABC Level 3 Certificate/Diploma in Youth Work Practice where they have the same unit code. Learners who have achieved some of the units within Level 2 Award in Youth Work Practice qualifications with another Awarding Organisation are also eligible to transfer the credits achieved towards the credit required for this qualification.

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[3] See Glossary of Terms

ABC Level 2 Certificate in Youth Work Practice

Rules of Combination: Learners must achieve at least 26 credits to gain the qualification. To do this they must achieve all units from Mandatory Group A and at least 3 credits from Optional Group B. The credits from the additional unit in Group C will not contribute towards the qualification.

Mandatory Group A	Unit Number	Level	Credit Value	GLH
Theory of Youth Work	T/506/9206	2	4	30
Safeguarding in a youth work setting	J/506/9226	2	3	20
Young People's Development	M/506/9219	2	2	13
Engaging and Communicating with Young People	F/506/9239	2	2	10
Group Work within a Youth Work Setting	J/506/9212	2	2	10
Working with Challenging Behaviour in Youth Work Settings	T/506/9240	2	2	13
Work-Based Practice in Youth Work	M/506/9172	2	6	20
Reflective Practice in a Youth Work Setting	Y/506/9232	2	2	7
Optional Group B				
Key Principles and Values for Working with Young People who Misuse Substances	F/506/9502	2	2	10
Supporting Young People with Disabilities and Additional Learning Needs Within a Youth Work Setting	R/506/9214	2	3	20
Supporting Young People's Recreation and Leisure Within a Youth Work Setting	Y/506/9215	2	3	16
Anti-discriminatory Practice in Youth Work	A/506/9241	2	3	20
Optional Group C				
Employment Rights and Responsibilities	L/504/6160	2	3	24

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

N.B. If learners are completing this qualification as part of an Apprenticeship in England, they are required to achieve the unit in Group C in addition to achieving 26 credits from units in Group A and Group B.

Qualification Purpose	D1. Confirm competence in an occupational role to the standards required
Entry Requirements	Learners need to have access to the real work environment

Age Range	Pre 16	✓	16 – 18	✓	18+	x	19 +	✓

Recommended GLH[4]	Minimum 139 guided learning hours. **Please note:** The GLH for each unit has been calculated as a component of the total unit time. The total unit time is the number of hours which represents an estimate of the total amount of time required for a learner to demonstrate achievement of a unit. The total unit time is based on the following calculation: **Total unit time = Guided learning time + Independent research time + Assessment time** Centres must ensure that their session plans and schemes of work recognise the total amount of time required for a learner to demonstrate achievement of a unit appropriately. Therefore, please include within your schemes of work/ session plans where time for independent research and assessment has been suggested/completed, and please also note that this independent study and assessment time does not form part of the unit GLH.
Recommended TQT[5]	260
Credit Value	26
Learning Aims Ref.	60155310
Type of Funding Available	See Learning Aims Search website

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[4] See Glossary of Terms
[5] See Glossary of Terms

Qualification Fee / Unit Fee	See ABC website for current fees and charges
Additional Information	See ABC website for resources available for this qualification. Some of the mandatory units from the Level 2 Certificate in Youth Work Practice can be transferred to the ABC Level 3 Certificate/Diploma in Youth Work Practice where they have the same unit code. Learners who have achieved some of the units within a Level 2 Award or certificate in Youth Work Practice qualification with another Awarding Organisation are also eligible to transfer the credits achieved towards the credit required for this qualification.

Unit Details

Theory of Youth Work

Unit Reference	T/506/9206
Level	2
Credit Value	4
Guided Learning Hours	30
Total Unit Time	40 (30GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines the knowledge and skills underpinning Youth Work. Learners must have access to a real work environment.
Learning Outcomes (1 to 6) **The learner will:**	**Assessment Criteria (1.1 to 6.4)** **The learner can:**
1. Understand the key purpose and role of youth work.	1.1. Describe the key purpose of youth work. 1.2. Identify current national and local policies and guidance that informs youth work. 1.3. Outline current legislation that informs youth work. 1.4. Describe own organisation's purpose and policies.
2. Understand key principles of youth work.	2.1. Describe the following principles for youth work: • active participation and empowerment of young people • voluntary engagement by young people

	• non-formal education and informal learning • equality, diversity and inclusion • code of conduct
3. Understand the role of youth work in the young person's local community.	3.1. Describe different types of communities. 3.2. Describe how the local community affects young people's lives. 3.3. Outline how youth work impacts on the young person's local community.
4. Understand different models of youth work delivery.	4.1. Identify the sectors and structures in which youth work is delivered. 4.2. Describe different models of youth work delivery.
5. Understand the skills, knowledge, qualities and values required to practice.	5.1. Describe the skills, knowledge, qualities and values of an effective youth worker. 5.2. Outline how professional boundaries are important to engaging with young people and with own team. 5.3. Outline how anti-discriminatory practice can impact youth work.
6. Understand own skills, knowledge, qualities and values required to practice.	6.1. Assess personal skills, knowledge, qualities and values required to practice as a youth worker. 6.2. Identify the impact own prejudice and values could have when engaging with young people. 6.3. Identify the boundaries of own role as a youth worker in relation to young people and colleagues. 6.4. Create a personal development plan to address own areas for improvement.

Supporting Unit Information

Theory of Youth Work (T/506/9206) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the key purpose and role of youth work

1.1 Describe the key purpose of youth work.

Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society, and to reach their full potential.   LLUK.

1.2 Identify current national and local policies and guidance that informs youth work.

National Occupational Standards for Youth Work, also discuss relevant nation.

1.3 Outline current legislation that informs youth work.

Current key national legislation and local policies that drive youth work provision (UK nations may differ):
  - E.G. Statutory Guidance; Positive for Youth; Social Action; National Citizenship Scheme: DBS procedures; local partnerships with voluntary sector; commissioning model
  - The United Nations Conventions on the Rights of the Child (UNCRC) and how its principles underpin the core values of youth work.

1.4 Describe own organisation's purpose and policies.

Understand organisational policies/procedures and the purpose/mission statement; identify where they are stored, how to access them and demonstrate their roles and responsibilities within them.

Learning Outcome 2: Understand key principles of youth work

2.1 Describe the following principles for youth work:
a) active participation and empowerment of young people,
b) voluntary engagement by young people,
c) non-formal education and informal learning,
d) equality, diversity and inclusion,
e) code of conduct.

Core Values of Youth Work LLUK 2012:
- Participation and active involvement: respect, valuing differences, voluntary engagement, needs based provision, the active involvement of young people in their learning.
- Equity, diversity and inclusion – principles of anti-oppressive practice, own organisations policies on equality issues: race, gender, faith, culture, sexuality, socio-economic, age etc.
- Partnership with young people – young people are partners in the learning process of youth work. The concepts of informal and non-formal education and informal learning: learning styles of young people, Kolb's learning cycle.
- Personal, social and political development – how young people feel, encouraging the empowerment of young people to be able to influence their community. How to safeguard the welfare of young people and provide a safe environment for them to explore their values etc.

Be familiar with own organisations code of conduct and the Institute for Youth Work Code of Ethics, and how they underpin professional principles and values
Relate to personal examples from youth work practice.

Learning Outcome 3: Understand the role of youth work in the young person's local community

3.1 Describe different types of communities.

Models of types of communities: community of interest, geographical community, community of common purpose, faith, friends, sports/leisure, digital communities.

3.2 Describe how the local community affects young people's lives.

3.3 Outline how youth work impacts on the young person's local community.

For 3.2/3.3 Learners should understand/explore the community around the youth provision - this could be done as an activity with young people:
- What facilities are there for young people? i.e. leisure centre, schools, skate parks, health services, cinemas, other youth groups – uniformed, faith, voluntary organisations, local authority provisdion.is it urban, rural? Comment on housing – social housing, mixed, where young people meet – parks, shops, youth shelter etc. Understand how the findings inform the youth worker about the needs of young people from the community.

Present findings in an appropriate way.

Learning Outcome 4: Understand different models of youth work delivery

4.1 Identify the sectors and structures in which youth work is delivered.

Delivery of youth work: voluntary sector organisations (local and national): uniformed groups: local authority provision: third sector organisations/projects.

4.2 Describe different models of youth work delivery.

Range of models of youth work delivery/settings: centre based/open access work; detached and outreach work; outdoor education settings; residential work; sport; art/drama/creative provision; youth forums; hospitals.

Youth work methods may include:
- Starting with the needs and interests of young people
- Accreditation activities: D of E, Youth Achievement Awards
- Work with individuals and groups

- Peer learning
- Formal and informal learning/activities
- Workshop based.

Relate to personal examples from youth work practice.

The employment of youth workers and the use of a youth work approach or methodology in non-youth work settings **should also** be covered e.g. schools/formal education; employment services; housing etc.

Learning Outcome 5: Understand the skills, knowledge, qualities and values required to practice

5.1 Describe the skills, knowledge, qualities and values of an effective youth worker.

Skills, knowledge, qualities and values can include:
- the ability to be empathetic and build trusting relationships with young people and colleagues
- strong communication skills
- the ability to deal with unexpected problems
- respect for young people
- community awareness and how it impacts on young people
- understanding of adolescent development
- clear understanding of their own organisations mission statement
- group work knowledge and skills
- an understanding of how young people learn
- good organisational skills
- a sensitive and tactful attitude
- the ability to stay calm in stressful situations
- the ability to relate to young people from a wide variety of backgrounds
- a patient, tolerant and compassionate approach
- respect for equal opportunities and anti-discriminatory practice
- knowledge of all appropriate legislation – statutory and organisational
- energy and enthusiasm
- an understanding of needs based youth work
- the ability to be self-motivated and work under initiative
- commitment to the job and to young people
- a non-judgemental attitude

- an understanding of the key issues which affect young people
- good team-working abilities
- excellent interpersonal skills
- the ability to work well with colleagues from partner agencies
- a knowledge of confidentiality and safeguarding/child protection issues
- an enthusiasm for specialist activities; creative or sports-related activities
- be a reflective practitioner
- understanding of and the ability to use, a range of evaluation methods.

5.2 Outline how professional boundaries are important to engaging with young people and with own team.

Discuss why professional boundaries are important and how these can be maintained. Relate this to youth work experience.

Professional boundaries to young people and colleagues are defined by:
- organisational policies and procedure
- code of conduct
- legislation
- underpinned by the IYW Code of Ethics
- job description
- personal and professional values
- culture/community
- beliefs
- environment.

5.3 Outline how anti-discriminatory practice can impact youth work.

Anti-discriminatory practice: Challenging discrimination in the youth work setting. Working within organisational strategies and policies.

Underpinned by:
- LLUK 2012 Core Values of Youth Work
- National Occupational Standards for Youth Work
- 2010 Equality Act
- Organisational policies and procedures

- Institute for Youth Work Code of Ethics: 'We work in a fair and inclusive way, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice'.

Relate to youth work practice with examples of how discrimination has been challenged.

Learning Outcome 6: Understand own skills, knowledge, qualities and values required to practice

6.1 Assess personal skills, knowledge, qualities and values required to practice as a youth worker.

Compare the skills, knowledge, qualities and values identified in Learning Outcome 5 with own skills, knowledge, qualities and values.

6.2 Identify the impact own prejudice and values could have when engaging with young people.

Understand how own prejudice and values have been developed – who/what has influenced own values: Community; culture; faith; education; family; experience. Understand how personal prejudices/ values impact on your role as a youth worker with examples from youth work practice.

6.3 Identify the boundaries of own role as a youth worker in relation to young people and colleagues.

Identify boundaries to your role from your youth work experience. Discuss any positives and negatives.

6.4 Create a personal development plan to address own areas for improvement.

Identify areas for development and record on a personal development plan explaining how you can address the areas identified for improvement. Establish who can help you to develop, how you can achieve the development and agree a timeframe.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment. Simulation is **not** accepted for this unit.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors** of these qualifications must:
- for the delivery of Theory of Youth Work, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales (A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales);
- for the delivery of Theory of Youth Work, have a minimum of three years practice experience;
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork activities (this could include, for example, youth work practice, supervision of practitioners or training delivery), within the last three years.

The National Youth Agency (NYA) stipulate that **assessors** of these qualifications must:

- for the assessment of Theory of Youth Work, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Theory of Youth Work, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification** ^^ (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:

- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.
- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual /Qualifications Wales;

- hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1);
- be committed to, and able to evidence, further training and development.

ETS England and ETS Wales recognise the need for centres to review and plan for the above changes in delivery of the Youth Work in Practice qualifications. It would be expected that by September 2017 all trainers and assessors are working to the standards outlined above.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries.

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:

- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Safeguarding in a youth work setting

Unit Reference	J/506/9226
Level	2
Credit Value	3
Guided Learning Hours	20
Total Unit Time	30 (20GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to the safeguarding of young people in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.4) The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.	1.1. Define the terms 'child protection' and 'safeguarding'. 1.2. Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation. 1.3. Outline own organisation's child protection policies and procedures that create a safe, but challenging environment that benefits young people. 1.4. Describe how own organisation's child protection policies and procedures influence own practice.

	1.5. Describe the boundaries of confidentiality when working with young people and how this could affect own rights.
2. Be able to assess risk in a youth work setting.	2.1. Describe a health and safety risk assessment process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people.
	2.2. Develop a health of safety risk assessment of work areas and including off-site visits.
3. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.	3.1. Identify a range of child protection and safeguarding support agencies.
	3.2. Describe forms of abuse and their characteristics.
	3.3. Identify own organisation's safeguarding office in relation to reporting child protection issues.
4. Understand how to protect young people when using contemporary technologies.	4.1. Describe how e-safety policies and practices help keep young people safe.
	4.2. Describe the importance of an organisation-wide approach to using social media and other technologies safety.
	4.3. Outline how youth workers can reduce the potential harm related to using contemporary technologies.
5. Understand how youth work protects young people.	5.1. Describe how youth workers protect and support young people.
	5.2. Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.
	5.3. Outline ways to support and empower young people to manage personal risk.

	5.4. Outline the challenges when implementing safeguarding procedures in a youth work setting.

Supporting Unit Information

Safeguarding in a youth work setting (J/506/9226) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.

1.1 Define the terms 'child protection' and 'safeguarding.

Safeguarding is defined as:
- protecting children from maltreatment
- preventing maltreatment of children's health and development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- and taking action to enable all children to have the best outcomes

Child protection is the activity which is undertaken to protect children/young people who are suffering or are likely to suffer significant harm.

1.2 Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.

- Children's act 1989
- Education act 2002
- Children's act 2004
- Safeguarding Vulnerable Groups Act 2006
- United Nations Conventions on the Rights of the Child (UNCRC)
- What to do if you are worried a child is being abused – organisational policies/procedures
- Working together to safeguard children – who would you work with to ensure safety

- DBS requirements

1.3 Outline own organisation's child protection policies and procedures that create a safe, but challenging environment that benefits young people.

Refer to work experience and how these policies and procedures have benefited young people.

1.4 Describe how own organisation's child protection policies and procedures influence own practice.

Discuss your roles and responsibilities in maintaining the safety of children and young people.

1.5 Describe the boundaries of confidentiality when working with young people and how this could affect own rights.

Discuss formal and informal boundaries, including those highlighted in organisational policies and procedures.

Learning Outcome 2: Be able to assess risk in a youth work setting.

2.1 Describe a health and safety risk assessment process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people.

- Risk assessment – in line with organisational procedures
- Steps to reduce potential hazards
- Prioritise health and well being
- Be young people centred
- Promote anti discriminatory and equitable practice (anti – oppressive practice)
- Ensure adults with responsibilities know what to do in the event of any concerns and issues arising and have the knowledge and access to support and reporting mechanisms
- Have the understanding of the expectations on you as an individual in relation to duty of care
- Know the monitoring and evaluation procedures within an organisation
- Know who, how and when to report to in the organisation

2.2 Develop a health of safety risk assessment of work areas and including off-site visits.

Learners could produce a risk assessment for a session being delivered.

Learning Outcome 3: Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.

3.1 Identify a range of child protection and safeguarding support agencies:
- hubs
- Police
- Social services
- NSPCC
- Child line
- domestic violence units

3.2 Describe forms of abuse and their characteristics.

- Identify the 4 categories (Sexual, Physical, Neglect, Emotional)
- Identify signs and symptoms of each category

3.3 Identify own organisation's safeguarding office in relation to reporting child protection issues.

Identify person responsible for child protection and safeguard. What are the procedures to follow if abuse is suspected?

Learning Outcome 4: Understand how to protect young people when using contemporary technologies.

4.1 Describe how e-safety policies and practices help keep young people safe.

Identify / outline the e-safety policies and procedures within your organisation.

4.2 Describe the importance of an organisation-wide approach to using social media and other technologies safety.

Why is the above important:

- Cyber bullying
- Working with vulnerable young people & adults
- Keeping safe – policies & procedures / Police (CEOP).

4.3 Outline how youth workers can reduce the potential harm related to using contemporary technologies.

- Working with other organisations
- Keep updated with technology

Learning outcome 5: Understand how youth work protects young people.

5.1 Describe how youth workers protect and support young people.

- Working around identified needs of young people
- Confidentiality and data protection
- Working in partnership with other organisations
- Ensuring young people are informed of organisations that offer support

5.2 Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.

How youth works towards maintain the safety of young people:
- Consider Children's act around maintaining the safety of young people
- Consider youth works NOS around maintaining the safety of young people
- Consider own organisation's policies and procedures around maintaining the safety of young people

5.3 Outline ways to support and empower young people to manage personal risk.

- Outline possible areas of vulnerability and personal risk faced by young people.
- Process for encouraging young people to identify their own vulnerable areas and how they can manage these risks
- Development of personal risk assessment with young people

5.4 Outline the challenges when implementing safeguarding procedures in a youth work setting.

Challenges to positive practice:
- Identify 'ideal' procedures for dealing with safeguarding issues
- Identify areas where this may present challenges
- Outline how identified challenges can be overcome – following policies & procedures / grievance procedures / reporting procedures

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment. The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;

- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence

- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Young People's Development

Unit Reference	M/506/9219
Level	2
Credit Value	2
Guided Learning Hours	13
Total Unit Time	20 (13GLH + 7 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge relating to young people's development and how youth work can support young people during adolescence. Learners must have access to a real work environment.
Learning Outcomes (1 to 3) **The learner will:**	**Assessment Criteria (1.1 to 3.2)** **The learner can:**
1. Understand how young people develop during adolescence.	1.1. Define adolescence. 1.2. Describe theories for adolescent development. 1.3. Outline how adolescent development impacts on young people's lives.
2. Understand how knowledge of adolescence impacts on youth work.	2.1. Identify how knowledge of adolescent development benefits youth work and young people. 2.2. Describe how changes during adolescence could affect the professional relationship between the youth worker and the young person.

	2.3. Outline how changes during adolescence affect young people's behaviour and lead to stereotypes. 2.4. Describe how to challenge stereotypes impacting on young people.
3. Know where young people can get support during adolescence.	3.1. Describe how youth workers can support young people during adolescence. 3.2. Describe helping organisations that can support young people that may face difficulty during adolescence.

Young People's Development (M/506/9219) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand how young people develop during adolescence.

1.1 Define adolescence.

Learners will need to provide evidence that they can use theories of adolescent development (see 1.2 below) to define adolescence.

1.2 Describe theories for adolescent development.

Learners will need to provide evidence that they can describe at least two theories of adolescent development. Theories include:
- Stanley Hall's Biogenetic Psychology of Adolescence
- Sigmund Freud and the Psychoanalytic Theory of Adolescent Development
- Anna Freud's Theory of Adolescent Defence Mechanism
- Otto Rank's Emphasis on the Adolescent Need for Independence
- Erik Erikson's Theory of Identity Development
- James Marcia's Extension of Erikson's Concept: Identity Status
- Eduard Spranger's Geisteswissenschaftliche Theory of Adolescence
- Cultural Anthropology and Adolescence: Margaret Mead
- Leta Hollingworth's Emphasis on the Continuity of Development
- Kurt Lewin: Field Theory and Adolescence
- Roger Barker's Somatopsychological Theory of Adolescence
- Allison Davis: Adolescence and Socialized Anxiety
- Robert Havighurst's Developmental Tasks of Adolescence
- Jean Piaget's Cognitive Theory of Adolescent Development
- Lawrence Kohlberg's Cognitive-Developmental Approach to Adolescent Morality

- Social Learning Perspectives on Adolescent Development

1.3 Outline how adolescent development impacts on young people's lives.

Learners will need to provide evidence that they can use their preferred theories and youth work experience to outline how adolescent development has impacted on the lives of young people they work with. This can include reference to behaviour, cognitive development, sexual identity, relationships, peer influence, physical changes and risk taking.

Learning Outcome 2: Understand how knowledge of adolescence impacts on youth work

2.1 Identify how knowledge of adolescent development benefits youth work and young people.

Learners will need to provide evidence that they can identify how knowledge of their preferred theories of adolescent development has benefited their youth work.

2.2 Describe how changes during adolescence could affect the professional relationship between the youth worker and the young person.

Learners will need to provide evidence that they can use their preferred theories and youth work experience to describe examples of when changes during adolescence affected the professional relationship between a young person and themselves.

2.3 Outline how changes during adolescence affect young people's behaviour and lead to stereotypes.

Learners will need to provide evidence that they can outline how changes during adolescence can affect young people's behaviour and lead to stereotypes.

2.4 Describe how to challenge stereotypes impacting on young people.

Learners will need to provide evidence that they can describe methods of challenging the stereotypes that impact on young people. This can include methods used in work with young people themselves, with colleagues (e.g. in staff meetings and debriefings), with other professionals and/or with members of the community.

Learning Outcome 3: Know where young people can get support during adolescence.

3.1 Describe how youth workers can support young people during adolescence.

Learners will need to provide evidence that they can describe how they can support young people during adolescence.

It can be argued that the whole purpose of youth work is to support young people during adolescence: to enable and empower them to be able to meet more of their own needs (independence); to be able to form healthy relationships with others for mutual meeting of needs (interdependence); and to be able to meet the needs of those who cannot meet their own needs (caring). In this context, learners can provide evidence of describing any examples of how youth workers can do this.

Some youth organisations distinguish different types of changes that occur as part of young people's development during adolescence: physical, social, intellectual, political and spiritual. Some of these are specified in the general theories of adolescent development (see 1.2 above). In this context, learners can provide evidence of describing how youth work processes can support young people through some of these changes.

3.2 Describe helping organisations that can support young people that may face difficulty during adolescence.

Learners will need to provide evidence of creating a resource list of other local organisations that can support young people that may face difficulty during adolescence. Some examples could include:
- youth counselling projects/services
- CAMHS (Children and Adolescents Mental Health Services)
- SRE projects/programmes
- alcohol and drug projects/programmes
- healthy eating projects/programmes
- NEET projects/programmes
- Youth Offending Service/diversion projects and programmes

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit should be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
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- Be committed to further training and development.

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- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
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- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:

- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

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Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Engaging and Communicating with Young People

Unit Reference	F/506/9239
Level	2
Credit Value	2
Guided Learning Hours	10
Total Unit Time	20 (10GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to engaging and communicating with young people in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 6) **The learner will:**	**Assessment Criteria (1.1 to 6.1)** **The learner can:**
1. Understand the importance of building professional relationships with young people in youth work.	1.1. Describe why relationship building with young people is important to youth work. 1.2. Describe how effective communication skills impact on building and maintaining professional relationships with young people. 1.3. Identify ways to engage young people in order to establish a professional relationship.
2. Understand the different ways of engaging with young people.	2.1. Describe the different approaches of engaging young people and increasing their partcipation in youth work.

3. Understand the importance of good communication skills for youth work activities.	3.1. Describe the advantages and disadvantages of different methods of communication when working with young people. 3.2. Describe the challenges of using social media to engage with young people.
4. Be able to engage young people to develop a professional relationship.	4.1. Communicate with young people using effective listening skills
5. Be able to support young people in engaging with the local community.	5.1. Support young people to develop positive relationships in their local community. 5.2. Assess own strengths and areas for improvement when communicating with others. 5.3. Engage with the local community to support young people's involvement.
6. Know how to support young people's information needs.	6.1. Describe youth workers' role in supporting young people to access impartial information and guidance.

Supporting Unit Information

Engaging and Communicating with Young People (F/506/9239) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning outcome 1: Understand the importance of building professional relationships with young people in youth work.

1.1 Describe why relationship building with young people is important to youth work.

Learners will need to provide evidence that they understand the purpose and process of youth work (and that this is based on facilitating the young person's learning and development through conversation and dialogue). For this to occur successfully, the youth worker needs to have a relationship with the young person. Without this, youth workers cannot assess the developmental needs of the individual young person; without this the youth worker cannot facilitate the learning and development of the young person through meaningful conversation and dialogue.

1.2 Describe how effective communication skills impact on building and maintaining professional relationships with young people.

Learners will need to provide evidence that they understand communication skills such as:
- non-verbal communication (body language, personal space, gestures and facial expressions, tone of voice, etc.)
- active listening
- asking questions
- giving and receiving feedback
- assertive communication skills (e.g. broken record, fogging, negative assertive enquiry)

Explain how these are used to build and develop their youth work relationships with young people.

1.3 Identify ways to engage young people in order to establish a professional relationship.

Learning Outcome 2: Understand the different ways of engaging with young people.

2.1 Describe the different approaches of engaging young people and increasing their participation in youth work.

Learners will need to provide evidence that they understand a variety of methods for both engaging young people in the youth work relationship and process and for increasing their level of participation.

- Approaches to engage young people include:
- Offer a wide range of activities – something for everyone!
- Age appropriate activities and methods
- Social media (e.g. Facebook, Blackberry Messenger, Twitter, Bebo, Myspace, You Tube, Flickr, Instagram, etc.)
- Involve families – if possible/appropriate
- Involve young people in planning processes … and listen to them
- Involve young people in feeding back to their peers
- Promote through word of mouth & referrals
- Promote successes and reward achievement
- Work in partnership with other agencies.
- Be aware of the young person's support needs
- Inclusive methods – don't overlook those with communication impairments
- Making decision making fun

Some models of levels of participation may be helpful e.g. Hart's Ladder of Participation and Huskin's model of participation in youth work.

Learning Outcome 3: Understand the importance of good communication skills for youth work activities.

3.1 Describe the advantages and disadvantages of different methods of communication when working with young people.

Learners will need to describe the advantages and disadvantages of four methods of communication in their work with young people.

3.2 Describe the challenges of using social media to engage with young people.

Learners will need to provide evidence that they can describe the pros and cons of using social media to engage with young people.

Learning Outcome 4: Be able to engage young people to develop a professional relationship.

4.1 Communicate with young people using effective listening skills.

Learners will need to provide evidence of using effective listening skills with four different young people.

Learning Outcome 5: Be able to support young people in engaging with the local community.

Learners will need to supply evidence of supporting at least two young people in engaging with the local community. This needs to be supported with reflective recordings in which learners evaluate their experience and assess their own strengths and areas for improvement when communicating with others.

Learning Outcome 6: Know how to support young people's information needs.

6.1 Describe youth worker's role in supporting young people to access impartial information and guidance.

Learners will need to provide evidence that they understand:
- youth work as empowering young people to make their own decisions
- the role of information in decision making
- the difference between information and guidance (advice)
- the non-advice approach
- how to ensure information is accurate and up-to-date
- the implications of providing inaccurate and out of date information
- local sources of information and advice for young people

- referral processes

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
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- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:

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Additional Information

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Group Work within a Youth Work Setting

Unit Reference	J/506/9212
Level	2
Credit Value	2
Guided Learning Hours	10
Total Unit Time	20 (10GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to group work with young people in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 6) **The learner will:**	**Assessment Criteria** **(1.1 to 6.1)** **The learner can:**
1. Understand the importance of group membership.	1.1. Define the types of groups young people are part of or join. 1.2. Describe the reasons why young people may join groups. 1.3. State some of the benefits for young people of joining groups. 1.4. Describe key characteristics of effective groups.
2. Understand the structure of a group.	2.1. Define the different roles in a group 2.2. Describe own roles within group. 2.3. Identify the role of the group leader.

	2.4. Describe the importance of different roles within a group.
3. Understand the stages of a group.	3.1. Define the principles of group work. 3.2. Describe the different stages of group development. 3.3. Define the factors that increase group effectiveness. 3.4. Assess how to maintain groups. 3.5. Describe reasons for group breakdown.
4. Be able to work effectively within a group activity.	4.1. Plan a group youth work activity which takes into account internal and external factors that influence effective groups. 4.2. Negotiate with group appropriate ground rules for working with each other in youth work activity. 4.3. Review activity with an appropriate observer. 4.4. Reflect with an appropriate observer on group effectiveness, roles in group and own contribution to group both positive and negative.
5. Understand how to overcome conflict in group work setting.	5.1. Describe how conflict may arise in group work setting. 5.2. Outline how personal feelings may be managed in a conflict situation. 5.3. Describe ways of defusing conflict in a group setting.
6. Be able to use group work theory	6.1. Apply group work theory with a group of young people in a youth work setting.

with a group of young people.	

Supporting Unit Information

Group Work within a Youth Work Setting (J/506/9212) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the importance of group membership.

1.1 Define the types of groups young people are part of or join.

- Faith
- Uniformed
- School/Education
- Sport
- Hobby
- Youth Club
- Family
- Gangs

1.2   Describe the reasons why young people may join groups.

- Make friends – join with other friends
- Learn something … skill or knowledge
- Family enforced
- Fun and enjoyment
- Keep fit/lose weight
- Peer pressure
- Somewhere to go

1.3   State some of the benefits for young people of joining groups.

- Confidence and self esteem
- Friends
- Social skills

- Learning
- New opportunity/experience
- Acceptance

1.4 Describe key characteristics of effective groups.

- Inclusion
- Enjoyment
- Belonging – security – feeling safe
- Purpose – group identity
- Equality of membership.
- Good leadership
- Feeling 'part of'
- Trust

Learning Outcome 2: Understand the structure of a group.

2.1 Define the different roles in a group

Belbin roles - Leader, Scapegoat, Analyser, Saboteur, Co-ordinator, Isolate, Outsider, Clown.

2.2 Describe own roles within group.

- Passive
- Active participant
- Leader

2.3 Identify the role of the group leader.

- Direction
- Guidance
- Bonding
- Enabler
- Delegator
- Time keeper
- Supporting – praise, listen, facilitate
- Coaching – direct and support
- Empowering – day to day decision making, delegating to members of the team
- Directing – structure, control and supervise

2.4 Describe the importance of different roles within a group.

- Keep to task
- Mix of skills

Learning Outcome 3: Understand the stages of a group.

3.1 Define the principles of group work.

- Common purpose
- Combining talents
- Co-operation
- Find ways of solving problems
- Supportive environment for challenging work

3.2 Describe the different stages of group development.

- Forming – group comes together and gets to know each other
- Storming – group defining roles – possible conflicts – leadership contenders emerge
- Norming – eventually agreement settling into roles
- Performing – working in defined roles as a team, supporting each other to achieve goal
- Adjourning/mourning – unforming / termination of group

3.3 Define the factors that increase group effectiveness.

- Common task
- Wanting to get the task done/learn
- Communication
- Achievements
- Different roles
- Adaptable

3.4 Assess how to maintain groups.

- Feedback
- Encouragement
- Direction and guidance
- Achievement

- Enthusiasm
- Progression
- Ground rules and boundaries

3.5 Describe reasons for group breakdown.

- Lack of interest
- Lack of leadership
- Lack of aim or reason to be
- Negativity
- Conflict
- Inequality
- Favouritism
- Lack of ground rules and boundaries

Learning Outcome 4: Be able to work effectively within a group activity.

4.1 Plan a group youth work activity which takes into account internal and external factors that influence effective groups.

e.g. discussion around current issue important in young people's lives
e.g. young people to arrange a youth work programme … this may be cooking or sport or art.

4.2 Negotiate with group appropriate ground rules for working with each other in youth work activity.

Ensure all young people involved in setting appropriate ground rules that reinforce all values of youth work, education, empowerment, equality and participation.

Rules are made by all the young people and not just the dominant characters in the group.

Make sure young people agree, do not impose your own opinion, or pretend you have agreed to no phones and then answer yours.

4.3 Review activity with an appropriate observer.

Evidence of testimony, from assessor, line manager, youth work colleague. Youth work diary, or reflective journal.

4.4 Reflect with an appropriate observer on group effectiveness, roles in group and own contribution to group both positive and negative.

Learning Outcome 5: Understand how to overcome conflict in group work setting.

5.1 Describe how conflict may arise in group work setting.

- Disagreement
- Relationships
- Money/belongings – inequality
- Background … family values
- Unacceptable behaviour
- History

5.2 Outline how personal feelings may be managed in a conflict situation.

- Walk away
- Find someone appropriate to talk to
- Do something physical, sport, dance etc.
- Learn to recognise feelings

5.3 Describe ways of defusing conflict in a group setting.

- Refer to ground rules
- Physically intervene
- Keep calm
- Remove from group – both young people
- Stop activity and calm group and start again

Learning Outcome 6: Be able to use group work theory with a group of young people.

6.1 Apply group work theory with a group of young people in a youth work setting.

Holistic assessment of this assessment criteria could link to activities carried out for Learning Outcome 4.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment. Group Work activity means a minimum of one activity lasting at least 30 minutes of direct delivery. Also this unit must be assessed through observation of practice and other appropriate assessment evidence.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;

- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.

- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Working with Challenging Behaviour in Youth Work Settings

Unit Reference	T/506/9240
Level	2
Credit Value	2
Guided Learning Hours	13
Total Unit Time	20 (13GLH + 7 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to dealing with challenging behaviour which may occur when working with young people in a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) The learner can:
1. Understand what is meant by conflict and challenging behaviour.	1.1. Define what is meant by challenging behaviour. 1.2. Describe the impact of conflict and challenging behaviour in a youth work setting. 1.3. Describe why it is important to develop a trusting and respectful relationship with young people to enable positive challenge. 1.4. Outline the importance of setting and maintaining appropriate boundaries and expectations with young people.

	1.5.	Assess own values and how these relate to working with young people and managing young people's behaviour.
	1.6.	Identify internal and external influences that can contribute to the presentation of conflict and challenging behaviour in a young person.
2. Understand how to de-escalate conflict and challenging behaviour in youth work settings.	2.1.	Identify examples of conflict and challenging behaviour that might occur in a youth work setting.
	2.2.	Describe de-escalation techniques that can be used to address conflict and challenging behaviour in a youth work setting.
	2.3.	Describe the ways that specific behaviours within groups can be positively defused.
3. Understand the role of feedback in relation to changed behaviour in a youth work setting.	3.1.	Describe how positive feedback affects and enhances behavioural change in young people.
	3.2.	Give examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.
4. Understand when support is required in managing conflict and challenging behaviour.	4.1.	Identify situations when additional support is required to manage conflict and challenging behaviour.
	4.2.	Describe support mechanisms available when managing challenging and conflict behaviour.
5. Be able to develop youth practice in relation to conflict and challenging behaviour.	5.1.	Assess personal practice in relation to conflict and challenging behaviour in youth work.
	5.2.	Reflect on personal practice in relation to managing conflict and challenging behaviour in youth work.

	5.3. Create a development plan to enhance skills in managing conflict and challenging behaviour.

Supporting Unit Information

Working with Challenging Behaviour in Youth Work Settings (T/506/9240) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand what is meant by conflict and challenging behaviour.

1.1 Define what is meant by challenging behaviour.

Unacceptable actions and language having a negative impact on other young people or adults in the vicinity.

"Challenging behaviour" has been used to refer to the "difficult" or "problem" behaviours. Such behaviours include non-communication, withdrawal/disengagement, anxiety and depression, irritability, aggression, destruction, self-injury, tantrums, lethargy, hyperactivity and many other behaviours (e.g. running away, eating inedible objects, rocking or other stereotyped movements). Could put safety at risk of the person or others in some jeopardy or have a significant impact on the person's or other people's quality of life.

1.2 Describe the impact of conflict and challenging behaviour in a youth work setting.

- Loss of members of project/group
- Someone getting hurt
- Increase in insurance
- Reputation of project, with neighbourhood, and authorities and parents
- Young people not feeling safe
- Young people being bullied
- Bad impact on project

Severity of challenging behaviour can vary greatly, e.g. present issues such as serious injury to less serious consequences but is, nonetheless, very upsetting, disruptive or stressful. Sexualised behaviour could also present itself.

The impact on peer activities are varied – low level disruption leads to irritation. Poor language skills mean individuals can't express what want to say which could lead to frustration. Trust can be damaged.

1.3 Describe why it is important to develop a trusting and respectful relationship with young people to enable positive challenge.

- Young people to trust youth worker
- Believe what they say and that they keep their promises
- Keep young people safe
- So the relationship is sound before the challenge starts

1.4 Outline the importance of setting and maintaining appropriate boundaries and expectations with young people.

- Young people know where they are and the expectation for good behaviour is there
- Trust can be built up on both sides
- Young people will feel safer
- Other adults and management will be reassured
- It is professional

1.5 Assess own values and how these relate to working with young people and managing young people's behaviour.

Reflect on your values around culture, sexuality, religion, education, and politics and consider if this might influence you behaving in a fair and balanced way. Reflect on any measures you could put in place to ensure you can understand different values and their impact, e.g. attend training, read around a subject.

1.6 Identify internal and external influences that can contribute to the presentation of conflict and challenging behaviour in a young person.

Personal beliefs and preferences, cultural educational and employment background, prejudice and discrimination, regarding age, ethnicity, gender, illness, disability, faith, sexuality.

Local issues – where the young people live e.g. post codes or areas of town, what has gone on in school or other places?

Learning Outcome 2: Understand how to de-escalate conflict and challenging behaviour in youth work settings.

2.1 Identify examples of conflict and challenging behaviour that might occur in a youth work setting.

Challenging behaviour may be caused by a number of factors, including biological (pain, medication, the need for sensory stimulation), social (boredom, seeking social interaction, the need for an element of control, lack of knowledge of community norms, insensitivity of staff and services to the person's wishes and needs), environmental (physical aspects such as noise and lighting, or gaining access to preferred objects or activities), psychological (feeling excluded, lonely, devalued, labelled, disempowered, living up to people's negative expectations) or simply a means of communication.

2.2 Describe de-escalation techniques that can be used to address conflict and challenging behaviour in a youth work setting.

- Recognise your own reactions and their impact
- Challenge when things are happening 'in the moment'
- Keep calm
- Communicate effectively both verbally and with body language
- Balance between supporting and challenging
- Aim to preserve the relationship

2.3 Describe the ways that specific behaviours within groups can be positively defused.

Dealing with situations could involve - time out - from the activity, group or individual work; reparation - the act or process of making amends; restitution - the act of giving something back; behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour; de-escalation of the situation - talking through with the child; use of individual

'contracts' or agreements for their future or continued participation; seeking additional/specialist support.

Learning Outcome 3: Understand the role of feedback in relation to changed behaviour in a youth work setting.

3.1 Describe how positive feedback affects and enhances behavioural change in young people.

- Increase in self-esteem and confidence
- Encourages them to behave well
- Reassures them that the relationship is still OK even if the behaviour is not

3.2 Give examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.

- More engagement
- Leadership opportunities for young people
- Young people feel safer
- Increase in membership and participation

Learning Outcome 4: Understand when support is required in managing conflict and challenging behaviour.

4.1 Identify situations when additional support is required to manage conflict and challenging behaviour.

- When situation beyond own capability
- Someone is in danger
- Someone has been hurt
- Young person is very upset
- Violence is escalating
- You are uncomfortable and feel out of control

4.2 Describe support mechanisms available when managing challenging and conflict behaviour.

Use a diagram of organisational structure to show how you would be supported.

- List local organisations that might help
- Relevant organisational policies.

Learning Outcome 5: Be able to develop youth practice in relation to conflict and challenging behaviour.

5.1 Assess personal practice in relation to conflict and challenging behaviour in youth work.

5.2 Reflect on personal practice in relation to managing conflict and challenging behaviour in youth work.

5.3 Create a development plan to enhance skills in managing conflict and challenging behaviour.

For LO5 learners should refer to personal experiences that they have gained when managing conflict and challenging behaviour in a youth work setting.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:

The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:

- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:

- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Work-Based Practice in Youth Work

Unit Reference	M/506/9172
Level	2
Credit Value	6
Guided Learning Hours	20
Total Unit Time	60 (20GLH + 40 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to work-based practice within a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Be able to apply the principles and practice of participation and empowerment to plan a youth work programme	1.1. Describe what is meant by young people's participation and empowerment
	1.2. Assess youth work programme requirements using participation principles and inclusive practice
	1.3. Comply with organisation policies, procedures and safeguarding requirements when planning youth work programme
	1.4. Describe the main stages of programme and activity planning
	1.5. Plan a youth work programme using inclusive resources

	1.6.	Plan an evaluation process for a youth work programme
2. Be able to deliver a youth work programme, based on participation processes undertaken with young people	2.1.	Support the delivery of a youth work programme
	2.2.	Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme
3. Be able to evaluate practice following the delivery of youth work programmes	3.1.	Describe methods of evaluating the effectiveness of activities in work based practice
	3.2.	Describe the effectiveness of the youth work programme highlighting good practice and areas for development
	3.3.	Complete evaluation records for the activities delivered
4. Be able to reflect on own practice following the delivery of youth work programmes	4.1.	Reflect on own contribution and effectiveness in planning and delivering activities
	4.2.	Assess own practice and areas for development in relation to the youth work delivery

Supporting Unit Information

Work-Based Practice in Youth Work (M/506/9172) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1. Be able to apply the principles and practice of participation and empowerment to plan a youth work programme.

1.1 Describe what is meant by young people's participation and empowerment.

Models for Youth Participation – Ladder of Participation, 'Hear by Right (NYA), Voice Vehicle Checklist and Curriculum Development Model (Huskins). The United Nations Conventions on the Rights of the Child (UNCRC) and how its principles underpin the core values of youth work.

Participation and empowerment – be involved in decision making, develop confidence and self-esteem to enable them to take on a variety of roles & responsibilities, supporting them to work collaboratively.

1.2 Assess youth work programme requirements using participation principles and inclusive practice.

Set up opportunities to plan activities to support the development of young people. Evidence needs to be recorded, e.g. observation, feedback from young people, etc.

1.3 Comply with organisation policies, procedures and safeguarding requirements when planning youth work programme.

All policies required, risk assessment, safeguarding, health and safety, equality and diversity, inclusion.

1.4 Describe the main stages of programme and activity planning.

NAOMIE and SMART Objectives.

1.5 Plan a youth work programme using inclusive resources.

Outline of how the resources chosen are inclusive and what adaptations could be made to a programme to ensure all can take part; this may include extra staff with extra specialised training.

1.6 Plan an evaluation process for a youth work programme.

- Session evaluation sheets
- Reflective diary
- Questionnaires with the young people
- Evaluation which includes young people, art work, poetry, drama etc.
- Learning Outcome 2. Be able to deliver a youth work programme, based on participation processes undertaken with young people

2.1 Support the delivery of a youth work programme.

In order to maximise the opportunity to demonstrate the supported delivery of a youth work programme, learners should consider a programme length of at least 8 hours in total and any direct delivery of the programme should be delivered under supervision. This unit must be assessed through observation of practice.

2.2 Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme.

Refer to all policies required, including: risk assessment, safeguarding, health and safety, equality and diversity, inclusion.

Learning Outcome 3: Be able to evaluate practice following the delivery of youth work programmes.

3.1 Describe methods of evaluating the effectiveness of activities in work based practice.

- Outcomes achieved by the young people
- Any qualification, awards, accreditation
- Reports for management committees
- Funding received
- Young people's behaviour

3.2 Describe the effectiveness of the youth work programme highlighting good practice and areas for development.

3.3 Complete evaluation records for the activities delivered.

Learning Outcome 4: Be able to reflect on own practice following the delivery of youth work programmes.

4.1 Reflect on own contribution and effectiveness in planning and delivering activities.

4.2 Assess own practice and areas for development in relation to the youth work delivery.

Evidence for LO4 could include reflective journal, and discussion with line manager and individual learning plan.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment. The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment. Simulation is **not** accepted for this unit.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors** of these qualifications must:
- for the delivery of Work-Based Practice in Youth Work, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales (A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales);
- for the delivery of Work-Based Practice in Youth Work, have a minimum of three years practice experience;
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork activities (this could include, for example, youth work practice, supervision of practitioners or training delivery), within the last three years.

The National Youth Agency (NYA) stipulate that **assessors** of these qualifications must:
- for the assessment of Work-Based Practice in Youth Work, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Work-Based Practice in Youth Work, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;

- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification** (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

The NYA also stipulate that those carrying out internal quality assurance of these qualifications must:
- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years.
- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual /Qualifications Wales;
- hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1);
- be committed to, and able to evidence, further training and development.

ETS England and ETS Wales recognise the need for centres to review and plan for the above changes in delivery of the Youth Work in Practice qualifications. It would be expected that by September 2017 all trainers and assessors are working to the standards outlined above.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Reflective Practice in a Youth Work Setting

Unit Reference	Y/506/9232
Level	2
Credit Value	2
Guided Learning Hours	7
Total Unit Time	20 (7GLH + 13 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.5) The learner can:
1. Understand the principles of reflective practice in youth work.	1.1. Define reflective practice within the context of youth work. 1.2. Describe the benefits of reflection in developing youth work practice. 1.3. Describe the key components of a model of reflective practice.
2. Be able to use reflective practice in youth work.	2.1. Use a reflective practice model in relation to own youth work. 2.2. Use reflective practice to review own strengths and areas for development.

	2.3.	Create a development plan with SMART objectives to address personal learning and support needs.
	2.4.	Implement a development plan to address own learning and support needs.
	2.5.	Outline how reflective practice relates to organisational performance, appraisal and supervision within own youth work setting.

Reflective Practice in a Youth Work Setting (Y/506/9232) – Level 2

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the principles of reflective practice in youth work.

1.1 Define reflective practice within the context of youth work.

- Ability to evaluate youth work practice to include yourself and the well-being of the young people
- To develop as an effective youth work practitioner
- To aim to improve the quality of the work

1.2 Describe the benefits of reflection in developing youth work practice.

- Self-awareness
- Make improvements where things go wrong
- Recreate where things go right
- Create a better experience for the young people
- Better planning as experience can be taken into consideration
- Best use of funds as they are going towards proven activities
- Good evaluation, when applying for funding or reporting to management
- Improvement in Health and Safety practices

1.3 Describe the key components of a model of reflective practice.

- Gibbs reflective cycle
- Kolb

Learning Outcome 2: Be able to use reflective practice in youth work.

2.1 Use a reflective practice model in relation to own youth work.
- Gibbs reflective cycle
- Johari window
- Kolb/Brookfield/Rolfe

Use one of these models to show a working example of reflection.

2.2 Use reflective practice to review own strengths and areas for development.

2.3 Create a development plan with SMART objectives to address personal learning and support needs.

2.4 Implement a development plan to address own learning and support needs.

2.5 Outline how reflective practice relates to organisational performance, appraisal and supervision within own youth work setting.

Evidence for LO2 could include supervision notes, appraisals, professional discussion with assessor and a SMART development plan. Evidence should show progression i.e. that the development plan has been implemented. Minutes of meetings where there has been input from actions resulting from reflective practice, i.e. where practice has changed. The learners Reflective Journal/Log/Diary should aim to show coverage of **20 hours of practice**.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment. Simulation is **not** accepted for this unit.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;

- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance

- ERR workbook

Key Principles and Values for Working with Young People who Misuse Substances

Unit Reference	F/506/9502
Level	2
Credit Value	2
Guided Learning Hours	10
Total Unit Time	20 (10GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to working with young people who misuse substances. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.3) The learner can:
1. Understand substance misuse.	1.1. Define substance misuse. 1.2. Describe a range of drugs to include their: • long-term effects • street names • short-term effects • different categories.
2. Understand the impact of substance misuse on young people.	2.1. Describe the impact of substance misuse on young people.

3. Understand how youth work supports young people who substance misuse problems.	3.1. Describe how youth work principles and practice support young people who misuse drugs.
	3.2. Outline the impact of substance misuse on youth work provision.
4. Understand the boundaries of confidentiality for youth workers with working with young people who have substance misuse problems.	4.1. Describe the key principles of confidentiality and safeguarding as they relate to working with young people who misuse substances.
	4.2. Describe how to communicate confidentiality protocols to young people in youth work settings.
	4.3. Describe circumstances when confidentiality with a young person needs to be broken.
5. Understand the importance of boundaries when working with people who misuse substances.	5.1. Describe the importance of professional boundaries between youth workers and young people in relation to substance misuse.
	5.2. Describe why information sharing protocols are important for supporting young people with substance misuse problems.
	5.3. Describe a range of referral organisations that support young people who misuse substances.

Supporting Unit Information

Key Principles and Values for Working with Young People who Misuse Substances (F/506/9502) – Level 2

Indicative Content

NOTE that learners are expected to undertake independent research for this unit. This should be reflected in the evidence produced – books, websites, research should be recorded by the learner. National and local organisations should be evidenced.

Learning outcome 1: Understand substance misuse

Define substance misuse: Learners will need to provide evidence that they have researched the definition of 'substance misuse' from various organisations, which may include their own agency.

Example: 'Substance abuse or misuse is formally defined as the continual misuse of any mind- altering substance that severely affects a person's physical and mental health, social situation and responsibility.' Mental Health Foundation www.mentalhealth.org.uk

Some substances may be legal such as tobacco and alcohol however; they are controlled by legislation in terms of age.

Some drugs prescribed by a doctor may be legal but can be misused/taken for recreational use – they then become illegal. (Misuse of Drugs Act).

Describe a range of drugs to include their long term effects, street names, short-term effects, different categories: Examples could be from the following list:
- Class A – C drugs – make sure the latest information is studied and referenced as substances can be reclassified.
- Depressants – alcohol, solvents – glues, aerosols, gases, Tamazepan, Valium, Librium.
- Stimulants – caffeine, nicotine, amphetamines, anabolic steroids, ecstasy, cocaine, crack.
- Analgesics – painkillers, heroin, opium, pethidine, codeine.
- Hallucinogens – cannabis, LSD, magic mushrooms.

Learning Outcome 2: Understand the impact of substance misuse on young people

2.1 Describe the impact of substance misuse on young people

Learners should describe the **physical, mental and social** impact substance misuse can lead to – e.g.
- Depressants – slowing brain activity
- Hallucinogen – affects the way we hear and see – impacts on the senses
- Painkillers – blocks nerve impulses
- Performance enhancing substances – muscle development
- Stimulants – increases brain activity
- Alcohol – liver disease
- Nicotine dependency, lung cancer

Substance misuse can lead to:
- Poor self-esteem and self-worth, poverty, crime, health, isolation, unemployment, disaffection from school/education, relationship problems in families/breakdown in family life, social isolation.

Learning outcome 3: Understand how youth work supports young people with substance misuse problems

3.1 Describe how youth work principles and practice support young people who misuse drugs

Key purpose of youth work – to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential LLUK.

Key principles of youth work: Core Values of Youth Work LLUK 2012.

- Participation and active involvement
- Equity, diversity and inclusion
- Partnership with young people
- Personal, social and political development

Youth Workers have the appropriate skills and knowledge: Excellent communication skills, observation skills, non-judgemental approach, ability

to assess risk to themselves and young people, maintain professional boundaries, team work, networking/partnership work, knowledge of specialist agencies for referrals.

Leaners should also refer to their organisations policies and guidelines.

3.2 Outline the impact of substance misuse on youth work provision

Learners should consider youth work agencies that offer specialist provision and that of the local youth club/project provision.

Issues that can arise in a youth work setting:
- there will be a demand for increased resources: consider the impact on other young people who are not misusing substances within the youth work setting
- Youth workers need appropriate training: substance misuse can lead to other key social issues for youth workers to be aware of - crime, homelessness, mental health issues, poverty, employment, education
- possible disruptive behaviour/conflict: awareness of other agencies who can offer specialist support

Integrated Services, targeted provision, early help intervention – embedded in Children's Services (see Positive for Youth Discussion Paper May 2011 Preventing Youth Crime and Substance Misuse) www.education.gov.uk/positiveforyouth

Learning Outcome 4: Understand the boundaries of confidentiality for youth workers with working with young people who have substance misuse problems

4.1 Describe the key principles of confidentiality and safeguarding as they relate to working with young people who misuse substances

4.2 Describe how to communicate confidentiality protocols to young people in youth work settings

4.3 Describe circumstances when confidentiality with a young person needs to be broken

Learners should refer to their own organisational policies, procedures and code of conduct for key principles and protocol framework regarding confidentiality and safeguarding.

It is not always possible to give a young person total assurance that the information they share with the youth worker can be confidential – in particular, if the young person is at risk of harm or if others are at risk of harm. Youth workers must share this with young people if they ask to speak to them confidentially.

Youth Workers risk losing the trust of the young person if they share personal information without the prior consent OR the understanding of the young person.

The ethics of consent and confidentiality may lead to tensions between an individual's rights and the organisations responsibility to them.

Learning Outcome 5: Understand the importance of professional boundaries when working with young people who misuse substances

5.1 Describe the importance of professional boundaries between youth workers and young people in relation to substance misuse

Learners should refer to their organisations code of conduct/ethics in addition to the LLUK Core Values of Youth Work 2012 and the key principles of a Duty of Care. They should demonstrate they understand the boundaries and why they are so important.

Youth workers must maintain the balance of power in the relationships they have with young people, young people need to be aware of and understand the clear boundaries.

5.2 Describe why information sharing protocols are important for supporting young people with substance misuse problems

Learners should demonstrate that they are aware of appropriate information sharing protocols relevant to their youth work setting and the roles and responsibilities of everyone involved. This may include referral systems, assessment tools, and interagency partnership, integrated working practices.

5.3 Describe a range of referral organisations that support young people who misuse substances

Learners should evidence research of local and national organisations (public and third sector) that support young people with substance misuse issues. This should include the name of the organisation/agency, key contact details, referral protocol and a description of its services.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment. The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that tutors/assessors of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;

- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out internal quality assurance of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence

- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting

Unit Reference	R/506/9214
Level	2
Credit Value	3
Guided Learning Hours	20
Total Unit Time	30 (20GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people with disabilities and additional learning needs within a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.3) The learner can:
1. Know the rights of young people with disabilities and those with additional learning needs.	1.1. Identify the legal entitlements of young people with disabilities and those with additional learning needs. 1.2. Identify the assessment and intervention frameworks for young people with disabilities and those with additional learning needs. 1.3. Outline the purpose of individual plans for young people with disabilities and those with additional learning needs.

	1.4.	Describe the principles of working inclusively with young people with disabilities and those with additional learning needs.
2. Understand the needs of young people with disabilities and/or additional learning needs.	2.1.	Describe the relationship between disability and additional learning needs.
	2.2.	Outline the nature of the particular disabilities and /or additional learning needs of young people with whom they work.
	2.3.	Outline the reasonable adjustments required for young people within the youth work setting.
	2.4.	Describe young people's own role in deciding their needs.
	2.5.	Describe the partnership benefits of working with parents and carers in supporting young people.
3. Be able to contribute to the inclusion of young people with disabilities and additional learning needs.	3.1.	Outline the individual needs, capabilities and interests of young people with disabilities and those with additional learning needs within the work setting.
	3.2.	Describe barriers to participation for young people with disabilities and those with additional learning needs within the work setting.
	3.3.	Work with young people and others to remove barriers to participation.
	3.4.	Use inclusive practices in own work with young people with disabilities and additional learning needs.
4. Be able to support young people with disabilities and	4.1.	Identify adaptations that can be made to support young people with disabilities and

those with additional learning needs to participate in a full range of activities and experiences.	those with additional learning needs in a youth work setting.
	4.2. Describe how to support the equality of opportunity for young people with disabilities and those with additional learning needs within a youth work setting.
	4.3. Work in partnership with young people and others to review and improve activities and experiences provided for young people with disabilities and those with additional learning needs.

Supporting Unit Information

Supporting Young People with Disabilities and Additional Learning Needs Within a Youth Work Setting (R/506/9214) – Level 2

Indicative Content

The way youth workers work with young people with disabilities and additional learning needs can be influenced by their own values, views and attitudes towards disability. Learners should familiarise themselves with **the Social Model of Disability and the Medical Model of Disability.**

Medical Model: this model views disability as something that must be cured. It treats people with disabilities as 'victims' - 'someone to be fixed'. The model focuses on the disability rather than the needs of the person/individual and power tends to rest with the medical staff. Labels are attached to the individual and language such as 'handicapped', 'incurable' and 'wheelchair-bound' is used.

Social Model of Disability: promotes the rights and needs of the individual and as such is seen as an empowering model where disabled people have the right to make their own choices – to question the values of others and suggests that it is society that is the problem. This model challenges the inappropriate use of language used by society/medical model. Organisations adopting the Social Model encourage people with disabilities' to participate, empower and involve them in a range of opportunities.

Learning Outcome 1: Know the rights of young people with disabilities and those with additional learning needs.

Many are embedded in legislation. Young people have the right to be fully engaged in decision making. UN Convention on the Rights of Persons With Disabilities.

1.1 Identify the legal entitlements of young people with disabilities and those with additional learning needs.

Legal frameworks to consider include: Human Rights Act 1998, Disability Discrimination Act 2004, Equality Act 2010, Education Act 1996, United Nations Convention on the Rights of the Child Article 23, Special Education

Needs and Disability Act 2001, UN Convention on the Rights of Persons with Disabilities, Disability Amendment Act 2012.

Trainers/ learners should check current legislation.
Useful websites:
www.tes.com - search under resources/disability/special educational needs
www.unicef.org/crc
www.gov.uk/rights-disabled-person/overview

1.2 Identify the assessment and intervention frameworks for young people with disabilities and those with additional learning needs.

Learners should understand their local assessment and intervention frameworks and refer to local policies and protocols in addition to government frameworks.

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
Special educational needs/additional learning needs - Children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people.

1.3 Outline the purpose of individual plans for young people with disabilities and those with additional learning needs.

Young people and their families are at the centre of assessment and planning, service delivery and review. Plans should identify individual needs, identify support, resources, equipment and plans should be regularly reviewed.

Good practice will suggest that any plans the youth worker/organisation has with an individual should complement plans from other agencies that the young person is involved with (school, college, carers, family etc.) Under legislation all young people in education will have plans in place identifying the support they need and who will provide it.

This may involve working in partnership with the individual's family and other professionals.

Plans are important to look at options and choices that are young person focused and ones that the young person has been involved with designing. The plans should be monitored and evaluated on a regular basis and changes made if required.

1.4 Describe the principles of working inclusively with young people with disabilities and those with additional learning needs.

The key principles are underpinned by:
Key purpose of youth work – to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society, and to reach their full potential LLUK.

Key principles of youth work:
- Core Values of Youth Work LLUK 2012
- Participation and active involvement
- Equity, diversity and inclusion
- Partnership with young people
- Personal, social and political development

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Part of the youth workers wider role is to promote inclusion and offer all young people informal learning activities to help them understand the wider issue of disability and to challenge discrimination.

Learning Outcome 2: Understand the needs of young people with disabilities and/or additional learning needs.

Learners should demonstrate how youth workers could support young people to identify their individual needs.

2.1 Describe the relationship between disability and additional learning needs.

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial

and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Additional learning needs: Children and young people with additional learning needs learn differently from most children or young people of the same age as they have problems in processing information in the same way.

These children and young people may need extra or different help from that given to other children and young people.

Special Needs: an umbrella term referring to individuals whose needs differ from others.

2.2 Outline the nature of the particular disabilities and /or additional learning needs of young people with whom they work.

Learners should evidence case studies of working with individual young people and outline the nature of their disabilities/additional learning needs.

Can include:
- mobility/physical disability
- developmental – autism, Asperger's syndrome, sensory impairment, metal health, speech and language difficulties, dyslexia, dyspraxia
- behavioural difficulties/issues
- Illnesses – diabetes, cystic fibrosis etc.

2.3 Outline the reasonable adjustments required for young people within the youth work setting.

Reasonable adjustments: organisations must make reasonable adjustments to ensure disabled people are not seriously disadvantaged. Youth work settings could: make physical changes to a building/recourses to enable a disabled young person to participate in an activity, ensure a range of resources/activities are offered that meet everyone needs, providing specialist keyboard/IT equipment, accessible information.

2.4 Describe young people's own role in deciding their needs.

Learners should provide evidence from their youth work practice describing how they have supported young people with disabilities and additional

learning needs in deciding their needs– the methods and activities they used, who was involved (including other young people, staff, other professionals).

2.5 Describe the partnership benefits of working with parents and carers in supporting young people.

The nature of the work is young people focused.

Have an understanding of the SEN Code of Practice 2001 - 7 principles of working with parents/carers.

Benefits include:
- information sharing
- accessing funding streams
- youth worker can advocate for the young person
- network opportunities with other professional involved with the family
- increased emotional and social support

Learning Outcome 3: Be able to contribute to the inclusion of young people with disabilities and additional learning needs.

Learners should provide examples from their youth work practice demonstrating how they have contributed to the inclusion of young people with disabilities and additional learning needs. Witness statements from the young people and colleagues, work plans, nightly recording sheets, evaluations and/or a workplace observation by the learners' assessor can support this.

3.1 Outline the individual needs, capabilities and interests of young people with disabilities and those with additional learning needs within the work setting.

Obtain information about the individual needs, capabilities and interests of disabled young people and those with additional learning needs from the young people themselves, family members and colleagues within the setting, external support agencies and individual plans.

3.2 Describe barriers to participation for young people with disabilities and those with additional learning needs within the work setting.

Barriers to participation - anything that prevents a young person participating fully in activities and experiences offered by the setting, service or local environment.

Could include:
- lack of staffing
- physical factors of the building
- transport issues
- poor/inappropriate resources
- staff training needs
- attitudes of other users of the setting
- communication barriers
- sensory impairment

3.3 Work with young people and others to remove barriers to participation.

Provide evidence of working with individual young people and how you removed barriers to participation. Learners could undertake a review of the youth work setting with a group of young people to identify potential barriers and how they can be removed. Evidence can also be a workplace observation, witness statements from colleagues and the young people involved, work plans/product, evaluation.

3.4 Use inclusive practices in own work with young people with disabilities and additional learning needs.

Learners must provide examples from their youth work practice to demonstrate how they have used inclusive practices with young people with disabilities and additional learning needs. Explain who was involved – how was it inclusive? What barriers were evident/how did you overcome them?

Evidence can be a workplace observation, witness statements from colleagues and the young people involved, work plans/product, evaluation. Learning Outcome 4. Be able to support young people with disabilities and those with additional learning needs to participate in a full range of activities and experiences.

Learners must provide examples from their youth work practice to demonstrate how they have supported young people with disabilities and

additional learning needs to take part in a full range of activities and experiences offered by the youth work provision. Evidence can be a workplace observation, witness statements from colleagues and the young people involved, work plans/product, evaluation.

4.1 Identify adaptations that can be made to support young people with disabilities and those with additional learning needs in a youth work setting.

How were the adaptions identified? What did you do to improve the situation? Give examples from your youth work practice.

4.2 Describe how to support the equality of opportunity for young people with disabilities and those with additional learning needs within a youth work setting.

Ensuring that discriminatory barriers to access are removed, allowing for young people's individual needs to be met. Learners must provide evidence from their own youth work experience.

4.3 Work in partnership with young people and others to review and improve activities and experiences provided for young people with disabilities and those with additional learning needs.

Provide examples and evidence of working with different partners and young people to review and improve activities and experiences provided for young people with disabilities and those with additional learning needs. Identify the partners involved and the methods used to review and improve the activities and experiences. Evidence can be a workplace observation, witness statements from colleagues and the young people involved, work plans/product and evaluation.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.
Minimum requirements when assessing this unit:
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- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

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- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;

- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
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- interview/professional discussion
- witness evidence in the form of observation reports, etc.
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* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
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- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Supporting Young People's Recreation and Leisure within a Youth Work Setting

Unit Reference	Y/506/9215
Level	2
Credit Value	3
Guided Learning Hours	16
Total Unit Time	30 (16GLH + 14 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people's recreation and leisure within a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 4) **The learner will:**	**Assessment Criteria (1.1 to 4.2)** **The learner can:**
1. Understand the importance of recreation and leisure.	1.1. Describe the requirements of the UN Convention of the Rights of the Child in relation to recreation and leisure. 1.2. Describe how recreation and leisure for young people relates to youth work theory. 1.3. Describe how recreation and leisure contribute to young people's physical, social and emotional development. 1.4. Describe the characteristics of freely chosen, self-directed leisure and activities.

2. Be able to support young people's recreation and leisure.	2.1. Describe own role in supporting young people's recreation and leisure activities. 2.2. Undertake routine safety checks on areas used for young people's leisure before, during and after leisure activities. 2.3. Support young people's recreation and leisure, ensuring their safety. 2.4. Use communication skills to interact with young people to include: • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and support for leisure activities.
3. Be able to support young people in balancing risk and challenge.	3.1. Assess the value of risk and challenge in young people's leisure activities. 3.2. Describe what is meant by unacceptable risk and challenge in young people's recreation and leisure. 3.3. Describe why it is important for young people to manage risk and challenge for themselves. 3.4. Demonstrate ways of working which encourage young people to manage risk and challenge for themselves.
4. Be able to reflect on and improve own practice in supporting young people's recreation and leisure activities.	4.1. Reflect on all aspects of own strength and areas where practice could improve. 4.2. Describe how own practice has been improved following reflection.

Supporting Unit Information

Supporting Young People's Recreation and Leisure within a Youth Work Setting (Y/506/9215) – Level 2

Indicative Content

Learning Outcome 1: Understand the importance of recreation and leisure.

1.1 Describe the requirements of the UN Convention of the Rights of the Child in relation to recreation and leisure.

The United Nations Convention on the Rights of the Child, ratified by the UK Government in December 1991, recognises the importance of play for the child. Article 31 of the Convention says that: "States parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts." Related to that right, are the child's rights to freedom of expression and association, enshrined in Articles 12, 13, 14, and 15 of the UN Convention.

1.2 Describe how recreation and leisure for young people relates to youth work theory.

Recreation and leisure enables young people to **participate** in a range of opportunities provided in the youth work environment. Young people are actively **empowered** to be involved in the planning, delivery and evaluation of the activities they are offered. Recreation and leisure enables young people to develop relationships, social skills, learn problem-solving skills, decision making, work as a group (Tuckman) communication skills, have access to physical exercise, develop motor skills, relieve stress, understand and manage their feelings, gain team skills (Belbin), deal with conflict (Kinsman) and learn from a range of experiences (Kolb). It also allows young people to develop creative thinking skills, leads to a sense of achievement, experience of how to manage emotions, and develops a sense of belonging, learning about ethics, boundaries and values.

1.3 Describe how recreation and leisure contribute to young people's physical, social and emotional development.

- PIES (personal, intellectual, emotional, social).
- Development stages.
- Milestones.
- 1 hour a day – dedicated outdoor time.
- Outdoor and indoor play / activity.
- Psychological.
- Physiological.
- Reduce stress.
- Control weight.
- Unlocking potential.
- Agility.
- Balance.
- Co-ordination.
- Stabilising skills.
- Object control.
- Self-awareness.
- Indoor and outdoor activities.
- With equipment and without.
- Learning risk

1.4 Describe the characteristics of freely chosen, self-directed leisure and activities.

Define leisure: 'The free time a person has when they are not at work, attending education or asleep'. The constructive use of free time'.
Individual choice to participate – voluntary choice.

Active leisure v passive leisure.
Active Leisure – physical exertion. High Impact (aerobics) Low Impact (walking).
Passive Leisure – involves little physical exercise (watching TV, relaxing, unwinding).

Learner could consider the range of youth work activities offered in their work setting – describe the mutual characteristics of each one.

Learning Outcome 2: Be able to support young people's recreation and leisure.

2.1 Describe own role in supporting young people's recreation and leisure activities.

Refer to own job role/job description and organisations mission statement. Have appropriate CPD opportunities to develop specialisms to be able to support young people's recreation and leisure (coaching/instructors qualifications where required).

Set clear rules and boundaries. Ensure Health and Safety/undertake risk assessment when necessary or if policy/procedures demand it. Promote joining in/ inclusion. Role model. Praise. Support. Non-judgemental and approachable. Show respect – young people should feel confident that their youth workers welcome and value them as individuals. Be culturally sensitive. Balance risks appropriately. Await invitation when necessary. Young people seek out opportunities for risk-taking and it is the responsibility of youth workers to respond with exciting and stimulating environments that balance risks appropriately.

2.2 Undertake routine safety checks on areas used for young people's leisure before, during and after leisure activities.

Learners should demonstrate their understanding of the local requirements for risk assessments in their youth work setting.

They should evidence that they carry out routine risk assessments and safety checks on physical environments/facilities/resources/equipment used for leisure activities.

The learner's assessor can observe this in the workplace or a colleague/line manager can provide a witness statement.

2.3 Support young people's recreation and leisure, ensuring their safety.

Evidence should be provided that shows workplace practices with young people who are undertaking recreation and leisure activities.

2.4 Use communication skills to interact with young people to include:

- Interest in what they say, experience and feel.
- Respect for their privacy and freedom to make choices for themselves.
- Encouragement and support for leisure activities.

Evidence should be provided that shows workplace practices with young people who are undertaking recreation and leisure activities. The learner's assessor can observe this in the workplace or a colleague/line manager can provide a witness statement.

Learning Outcome 3. Be able to support young people in balancing risk and challenge.

3.1 Assess the value of risk and challenge in young people's leisure activities.

Overprotection from risk can inhibit development and become unable to cope with situations they may come across in later life. It can also reduce creativity. Taking risks can have positive implications on PIES (personal, intellectual, emotional, social) development. Develops an 'I can do' attitude. Develops confidence. Improves abilities. Test boundaries and explores risk. Increases knowledge and understanding.

3.2 Describe what is meant by unacceptable risk and challenge in young people's recreation and leisure.

Unacceptable risk: taking risks that can cause danger to themselves, other young people, property, youth workers or the community environment. Learners should give examples from their youth work practice.

3.3 Describe why it is important for young people to manage risk and challenge for themselves.

The young person needs to develop an awareness of the dangers they may encounter. They can develop a range of skills by understanding risk – the implications to the wider community, reasoning and thinking skills, making choices and accepting the consequences, coping skills, independence and accountability.

3.4 Demonstrate ways of working which encourage young people to manage risk and challenge for themselves.

Evidence should be provided that shows workplace practices with young people where they have been encouraged to manage risk and challenges for themselves. The learner's assessor can observe this in the workplace or a colleague/line manager can provide a witness statement.

Learning Outcome 4: Be able to reflect on and improve own practice in supporting young people's recreation and leisure activities.

4.1 Reflect on all aspects of own strength and areas where practice could improve.

Methods used in the workplace to support reflection. Session plans/recording sheets. Evaluation methods. Continuous professional development. Reflective diaries / logs. Supervision. Appraisals. SWOT analysis and SMART goals and targets. Locally agreed methods for recording of training and development and how it impacts on practice.

4.2 Describe how own practice has been improved following reflection. Give examples of how personal and professional reflection techniques have impacted positively on your own youth work practice such as 'What are you doing differently?' and 'What impact has it had on you, young people and your colleagues?'

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment. The unit provides opportunities for learners to conduct personal research.

Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:

- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:

- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessment;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Anti-discriminatory Practice in Youth Work

Unit Reference	A/506/9241
Level	2
Credit Value	3
Guided Learning Hours	20
Total Unit Time	30 (20GLH + 10 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to anti-discriminatory practice in youth work. Learners must have access to a real work environment.
Learning Outcomes (1 to 3) **The learner will:**	**Assessment Criteria (1.1 to 3.4)** **The learner can:**
1. Understand anti-discriminatory practice in youth work.	1.1. Define what is meant by anti-discriminatory practice. 1.2. Describe how anti-discriminatory practice relates to the principles of youth work. 1.3. Describe the principles of anti-discriminatory practice. 1.4. Outline the current legislation that relates to anti-discriminatory practice. 1.5. Outline what is meant by protected characteristics groups.

	1.6.	Describe the protected characteristics groups as stated in current legislation.
2. Understand prejudice and discrimination.	2.1.	Describe the meaning of the following terms: • prejudice • stereotyping • stigma • labelling • discrimination • equality • diversity
	2.2.	Describe the differences between prejudice and discrimination.
	2.3.	Outline, with examples of each, the following types of discrimination: • direct discrimination • indirect discrimination • discrimination by association • perception discrimination • harassment • third party harassment • victimisation
3. Understand how anti-discriminatory practice impacts on youth work delivery.	3.1.	Describe the possible consequences of not meeting the protected characteristics of a group in relation to: • personal practice • youth service delivery
	3.2.	Outline how the needs of protected characteristics groups can be met: • through personal practice • within the youth work environment
	3.3.	Assess own youth work practice in relation to anti-discriminatory practice.

	3.4. Create a development plan in relation to anti-discriminatory practice.

Supporting Unit Information

Anti-discriminatory Practice in Youth Work (A/506/9241) – Level 2

Indicative Content

Learning Outcome 1: Understand anti-discriminatory practice in Youth Work

1.1 Define what is meant by anti-discriminatory practice

Learners should refer to their own organisation's definition and can consider that of other organisations by undertaking web-based research to identify any differences.

'Anti-discriminatory practice is a way of working that challenges the words and actions that others might use which treat individuals unfairly, or illegally because of their gender, race, disability, age, sexual orientation, language, social origin, religion or beliefs, marital status or other personal attributes.'
Youth Work practitioners need to be aware of their own values, beliefs and attitudes and to work in a manner that does not discriminate against young people.

Anti-discriminatory practice – is what individuals do.
Equal Opportunities – is what the organisations do.

1.2 Describe how anti-discriminatory practice relates to the principles of youth work

Key purpose of Youth Work: to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society, and to reach their full potential LLUK.

Key principles of Youth Work: Core Values of Youth Work LLUK 2012
- Participation and active involvement
- Equity, diversity and inclusion
- Partnership with young people
- Personal, social and political development

Understand how local code of conduct/policy framework underpins anti-discriminatory practice.

Youth Workers have the appropriate skills and knowledge: Excellent communication skills, observation skills, non-judgemental approach, ability to assess risk to themselves and young people and to maintain professional boundaries.

1.3 Describe the principles of anti-discriminatory practice

Youth workers should have:
- Knowledge of legislation and individuals responsibilities
- Knowledge of their organisations Equal Opportunity Policy and Code of Practice for staff
- How to implement anti-discriminatory practices
- Appropriate language skills
- CPD – staff development, appraisals, supervision
- An awareness of their own values, attitudes, beliefs and challenge them when necessary
- An awareness of resources that can be used/adapted to ensure anti-discriminatory practice

1.4 Outline the current legislation that relates to anti-discriminatory practice

Trainers/assessors should check current legislation as changes can/will occur.

Consideration should be given to local codes of practice, organisations policies and procedures.

Human Rights Act 1998, Disability Discrimination Act 1995 and 2005, Special Educational Needs and Disability Act 2001, Race Relations (Amendment Act) 2000 and 2012, The Equality Act 2010, United Nations Convention on the Rights of the Child, UN convention on the Rights of Persons with Disabilities.

1.5 Outline what is meant by protected characteristics groups

1.6 Describe the protected characteristics groups as stated in current legislation

The following are protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This offers protection from discrimination in the following:
- At work
- In education
- As a consumer
- When using public services
- When buying or renting property
- As a member or guest of a private club or association

Learning Outcome 2: Understand prejudice and discrimination

2.1 Describe the meaning of the following terms.

Learners should demonstrate that they have undertaken personal research and can define the following in their own words:
- Prejudice – a judgement, often unjustifiable based on pre-existing negative attitudes towards a person or group.
- Stereotyping – unsupported generalisations about members of a certain group. Typically negative and based on ill formed information.
- Stigma – a strong feeling of disapproval that people have about something or about individuals/groups. i.e. being an unmarried mother no longer carries the social stigma it used you.
- Labelling – the action of attaching a descriptive word or phrase to someone or something.
- Discrimination – the unequal treatment of members of a group based on their race, gender, social class, sexual orientation, physical ability, religion.
- Equality – person/groups ability to access provision to equal opportunities.
- Diversity – includes all the ways people differ – all the different characteristics that make one individual/group different from

another. It recognises that everyone and every group should be valued. It's about different ideas, perspectives and values.

2.2 Describe the differences between prejudice and discrimination

Prejudice is an unjustified or incorrect attitude (normally negative) towards an individual based solely on the individuals' membership of a social group.
Discrimination is the behaviour or actions, usually negative, towards an individual or group of people, especially on the basis of sex/race/social class etc.

'A prejudiced person may not act on their attitude. Therefore, someone can be prejudiced towards a certain group but must not discriminate against them.' Saul McLeod 2008.

2.3 Outline, with examples of each, the following types of discrimination:
- direct discrimination
- indirect discrimination
- discrimination by association
- perception discrimination
- third party harassment
- victimisation

Learners could undertake personal research to define the list – examples can be from their Youth Work practice or everyday experiences.

Learning Outcome 3: Understand how anti-discriminatory practice impacts on youth work delivery

3.1 Describe the possible consequences of not meeting the protected characteristics of a group in relation to:
- personal practice
- youth service delivery

Breaking code of conduct, not working within legal and organisational policies can lead to disciplinary procedures. You can also lose the trust and respect of young people and peers. A negative image of the Youth Work setting and the profession within the local community and wider partnership network can lead to financial loss/funding issues.

3.2 Outline how the needs of protected characteristics groups can be met:
- Through personal practice
- Within the youth work environment

Learners should provide evidence from their Youth Work practice to demonstrate how they have protected characteristic groups in the Youth Work setting.
This can include their own interventions and those of colleagues/young people promoting rights, education opportunities, removing barriers, challenging inappropriate language/bullying through the use of media/resources/posters, issue based youth work.

3.3 Assess own youth work practice in relation to anti-discriminatory practice

3.4 Create a development plan in relation to anti-discriminatory practice

Learners should honestly reflect on their own strengths and areas for improvement in relation to anti-discriminatory Youth Work practice. This could be shared within the staff team/line manager/supervisor/ be identified in supervision. The development plan could form part of the supervision/appraisal framework and identify further CPD opportunities.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work.
Learners must have access to a real work environment.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessment;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;

- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Employment Rights and Responsibilities

Unit Reference	L/504/6160
Level	2
Credit Value	3
Guided Learning Hours	24
Total Unit Time	30 (24GLH + 6 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to employment rights and responsibilities. The unit is intended to cover the requirements of employment rights and responsibilities within the Youth Work Apprenticeship Framework for England. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) **The learner will:**	**Assessment Criteria (1.1 to 5.4)** **The learner can:**
1. Understand the terms 'rights' and 'responsibilities'.	1.1. Differentiate between 'rights' and 'responsibilities'.
2. Know organisational structure and changes.	2.1. Outline your organisation. Include at least: • Organisation structure • Organisation values • Organisation marketplace • Organisation approaches to career development and training.

	2.2.	Outline the main changes that have taken place in the organisations area of business.
	2.3.	Describe how the changes in 2.2 have affected individuals' working practice.
3. Know employment responsibilities and rights.	3.1.	Illustrate a range of employer and employee statutory responsibilities and rights under employment law. Include at least: • Contracts of employment • Anti-discrimination legislation • Age discrimination • Disability discrimination • Working hours, rest breaks and holiday entitlements • Absence and sickness • Data protection and personal information access • Sector representations.
	3.2.	Describe the health and safety legal requirements relevant to the organisation.
	3.3.	Outline the implications of health and safety legal requirements for own job role.
4. Understand documents relevant to own employment.	4.1.	Describe the main terms and conditions of a contract of employment.
	4.2.	Outline the contents and purpose of a job description.
	4.3.	Describe the types of information held on personnel records.
	4.4.	Illustrate how to update information held on personnel records.
	4.5.	Interpret the information shown on a pay slip or other statement of earnings.

5. Know key employment procedures at work.	5.1.	Describe the procedures to follow if someone needs to take time off.
	5.2.	Describe the procedures to follow if there is a grievance.
	5.3.	Describe the procedures to follow if there is evidence of discrimination or bullying.
	5.4.	Identify sources of information and advice on employment issues: • Internal to their organisation • External to their organisation.

Supporting Unit Information

Employment Rights and Responsibilities (L/504/6160) – Level 2

Indicative Content

Indicative content is not yet available for this unit. ABC is working on this, and will update the qualification guide when indicative content is available.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

The delivery of this unit must be linked with the real work environment.

The unit provides opportunities for learners to conduct personal research. Centres may wish to make use of experts to enhance delivery and relate learning to the real work environment.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

This unit must be assessed within the Assessment Strategy for Youth Work. Learners must have access to a real work environment. Where plural statements are included a minimum of two is expected unless otherwise stated.

Minimum requirements when assessing this unit:
The National Youth Agency (NYA) stipulate that **tutors/assessors** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector,

and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessments;
- Satisfy the relevant qualification requirements for assessors as specified by the regulatory authorities, preferably having or working towards approved awards; and
- Be committed to further training and development.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications must:
- Hold a Youth Work or related qualification and/or three years' experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the lifelong learning sector in a capacity recognised by the JNC/ETS;
- Have recent experience (within the last three years) of assessing preferably within an occupational area with relevance to youth work;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understand of the requirements for competency based assessment;
- Satisfy the relevant qualification requirements for quality assurance as specified by the regulatory authorities, preferably having or working towards LLUK awards;
- Have relevant experience in assessment;
- Be committed to further training and development.

Grading: Pass

Evidence of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any of the following*:
- oral/written questions and answers
- reports/notes
- worksheets/workbooks

- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion
- witness evidence in the form of observation reports, etc.
- reflective journals/diaries

* The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Additional Information

The following additional supporting resources are available on the ABC website:
- Units and ROC
- Learner Unit Achievement Checklist
- Assessment Guidance
- ERR workbook

Appendices

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

- Exemption – Exemption applies to any certified achievement which is deemed to be of equivalent value to a unit within an ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence. Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.
  It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification.
  Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
    - original certificates OR

- copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny be the External Moderator.

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing ABC Awards Qualifications' which can be downloaded from http://www.abcawards.co.uk/centres-grid-page-move/policies-procedures/

Exemptions

There are no identified exemptions for these qualifications. However, ABC Awards will judge any proposed exemptions that are presented to them on a case by case basis.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC website.

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'
GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar

- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response

Assessment Strategy

Awards, Certificates and Diplomas in Youth Work Practice (England and Wales)

Level 2 & Level 3

Introduction

The National Youth Agency Education Training Standards Committee (ETS) England and ETS Wales are responsible for the development and endorsement of youth work qualifications in England and Wales based on the National Occupational Standards in partnership with Awarding Organisation's/Bodies (AO/B's[6]). ETS England and ETS Wales have developed an assessment strategy for all AO/B's that are awarding the Youth Work in Practice and Youth Work in Practice (Wales) qualifications. This assessment strategy sets standardised and consistent quality assurance expectations for AO/B's.

The strategy has been developed in consultation with the Youth and Community sector and by agreement with AO/B's. It provides overarching principles for AO/B's to use and covers:
* how external quality control of assessment will be achieved;
* a definition of those aspects of the standards which must always be assessed through performance in the workplace;
* the extent to which simulated working conditions can be used to assess competence;
* occupational expertise requirements for trainers and assessors and those providing quality assurance.

The strategy complements the regulatory requirements that AO/B's must meet when awarding qualifications as required by Ofqual in England and Qualifications Wales.

ETS England and ETS Wales work in partnership with the AO/B's to meet their quality assurance expectations in relation to the Level 2 and 3 Youth Work Practice qualifications. Further guidance and support can be provided on request.

Knowledge based units of assessment

ETS England and ETS Wales, sector-based organisations and AO/B's have developed level 2 and level 3 Youth Work Practice and Youth Work Practice (Wales) qualifications, underpinned by knowledge and competency learning, which enable youth workers to work effectively within the sector.

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[6] The acronym AO/B's is used throughout to describe Awarding Organisations in England and Awarding Bodies in Wales

The qualifications are informed by the National Occupational Standards for Youth Work (2012).

Assessment methods for the knowledge based units will be developed by AO/B's which are proportionate to the level and breadth of knowledge. They should use resources effectively and be contextualised to workplace practices.

Theory of Youth work is a knowledge-based unit and must be assessed accordingly.

Competency based units of assessment

The Assessment Strategy requires the AO/B's to provide detail to ETS England and ETS Wales on each of the following listed below:

Quality assurance
The exact process and frequency of the quality assurance activities, including visits, will be determined following risk assessment by the AO/B's. Where possible, AO/B's should promote to the centres the value of rotating those individuals who are undertaking quality assurance internally to encourage standardisation, independence of assessment and the sharing of good practice.

Risk assessment
AO/B's should take an approach to their centres based on an assessment of risk with respect to the quality and consistency of assessment. AO/B's should ensure that a risk assessment has been carried out of each approved centre and that appropriate mechanisms are in place to ensure the reliability of the assessment.

Awarding organisation/body meetings
ETS England and ETS Wales will arrange annual meetings with AO/B's, the aim of which will be to identify and share good practice and promote consistency. This could include exploring use of simulation and knowledge evidence.

Workplace assessment

The Assessment Strategy is based on the principles that for assessment of competency:

- the workplace is the primary assessment location;
- the primary source of evidence will come from naturally occurring workplace activities and products, produced under normal working conditions.

Assessment evidence should, wherever possible, be holistic. This means that rather than collecting individual pieces of evidence for each assessment criterion, learners should gather evidence to illustrate knowledge, understanding and competence:

- across units that naturally link together;
- where self-evaluation and working with others is required, the evidence may be collected within the normal workplace requirements;
- performance evidence will be gathered, wherever possible, from naturally occurring evidence collected in the workplace;
- evidence must be authentic, current, sufficient, fit for purpose and valid.

Workplace evidence may be collected in the context of full time, part time, casual or voluntary employment. Assessment may also be undertaken in a 'work placement' (i.e. full time learners placed into a work environment for an appropriate period of time or on a regular basis).

Use of simulation

Exceptionally, use of simulation is permitted under a number of circumstances to assess competence:

- where a unit is primarily based on underpinning knowledge but can be contextualised to the workplace within a competency qualification;
- where a lack of opportunity for workplace assessment may be a barrier to a learner accessing or achieving an Award, Certificate or Diploma in Youth Work Practice or Youth Work Practice (Wales);
- where specific adjustments for a given learner prevent access to the workplace or to activities designed to assess learning;
- where there may be issues of confidentiality / safeguarding for young people.

Where simulation is used, it should be designed to ensure that:

- the learner is required to use materials and, where relevant, equipment found and used within the workplace environment;

- the learner is provided by the centre with information, advice and guidance in line with what would be provided in the workplace in the specific context;
- the physical environment and situation replicates the workplace environment in which the skills are used;
- other people with whom the learner interacts in undertaking the assessed activity behave 'in character' for the given situation.

Work based practice units cannot be assessed via simulation.

Occupational expertise of trainers, assessors and those assuring quality

ETS England and ETS Wales acknowledge the vital role that trainers, assessors and those assuring quality have in maintaining the integrity of vocational qualifications.   AO/B's and other stakeholders have to have confidence in the actions and decisions of trainers, assessors and those assuring quality.

For existing centres, please also refer to section 7 Transition Process.

Trainers must:
- for the delivery of Youth Work Theory and Work Based Practice units, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales. [7];
- for the delivery of Youth Work Theory and Work Based Practice units, have a minimum of three years practice experience. The remaining units should be delivered by experienced practitioners with expertise in the subject area;
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork[8] activities, within the last 3 years.

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[7] A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales
[8] This could include, for example, youth work practice, supervision of practitioners or training delivery.

Additionally for Wales, trainers must:

- hold a recognised learning delivery/teaching qualification and/or have experience of delivering learning;
- be registered with the Education Workforce Council as a tutor, trainer or lecturer in the FE Sector where relevant.

Assessors must:

- for the assessment of Theory of Youth Work and Work Based Practice units, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Theory of Youth Work and Work Based Practice units, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification** ^^ (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

Those **internally assuring quality** must:

- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years**.**
- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work;

- have a sound understand**i**ng of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual /Qualifications Wales;
- hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1)**;**
- be committed to, and able to evidence, further training and development.

Those **externally assuring quality** must:
- hold a JNC Professional Youth Work qualification and three years' fieldwork experience of working in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community work sector in a capacity recognised by the JNC/ETS[9]'
- have recent experience (within the last three years) of external quality assurance within the occupational area with relevance to youth work;
- have a sound understanding of the National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual / Qualifications Wales;
- hold or be working towards an external quality assurance qualification;
- be committed to, and able to evidence, further training and development.

<u>Minimum</u> Qualification Requirements for JNC Youth Work Practice Qualifications			
Units	**Trainers / assessors**	**Internal QA**	**External QA**
Theory of Youth Work	JNC Professional Youth Worker	JNC Professional Youth Worker	JNC Professional Youth Worker
Work-based Practice	JNC Professional Youth Worker		
Mandatory units L2	JNC YSW Level 3		
Mandatory units L3	JNC YSW Level 3		
Optional units L2&3	Relevant qualification/expertise*		

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[9] Experience would need to be mapped to NOS for youth work as part of an individual recognition process undertaken by ETS England.

*Some optional units are youth-work-related so need a qualified youth worker while others may be specialist units (e.g. substance misuse/sexual health) where an expert in that particular area would be better qualified.

Review and evaluation of the strategy

ETS England and ETS Wales and the AO/B will regularly monitor the effectiveness of the Assessment Strategy. It will be reviewed annually and revised, where necessary.

Mechanisms will be established through the AO/B's annual meetings with ETS England and ETS Wales to enable AO/B's to provide feedback that will assist in the review and evaluation of the Assessment Strategy. The feedback will also be used to review assessment and quality assurance practices, identify and promulgate good practice and inform improvement to the strategy and to future revisions to NOS and qualifications.

Transition Process

ETS England and ETS Wales recognise the need for AO/B's and awarding centres to review and plan for the above changes in delivery of the Youth Work in Practice qualifications. It would be expected that by September 2017 all trainers and assessors are working to the standards outlined above.

ETS England has agreed to recognise the qualifications and experience of a small number of youth sector personnel that have been involved in the delivery of youth work training prior to the establishment of the above criteria. While these individuals may not meet the JNC criteria above, their service will be recognised so as not to disadvantage them unfairly. This recognition will be 'personal to holder'**.**

ETS England requires all assessors, internal and external quality assurers to have gained the relevant qualifications as detailed above within 24 months of being approved to deliver the qualifications.

ETS England and ETS Wales require AO/B's to make available, on request, information relating to the competence of staff involved in delivering,

assessing and internally and externally quality assuring the youth work practice qualifications. This includes:

- youth work qualifications
- youth work experience
- assessor, internal and external quality assurance experience
- assessor, internal and external quality assurance qualifications
- training qualifications
- training experience.

Copies of qualification certificates must be made available on request.

- Individuals that do not hold a recognised qualification will be expected to obtain one within 24 months of approval.
- Individuals that do not hold a recognised qualification must have their assessment/moderation decisions countersigned by a qualified member of staff.