

ABC Awards

SEG Awards ABC Awards Level 3 Certificate and Diploma in Youth Work Practice

Qualification Guide

Level 3 Certificate – [601/5532/2]

Level 3 Diploma – [601/5533/4]



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.

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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 3 Certificate and Diploma in Youth Work Practice have been developed to replace the previous regulated Level 3 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 3 Diploma in Youth Work Practice replaces the previous Level 3 Diploma in the Advanced 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 3 Certificate/Diploma in Youth Work Practice aim to support the skills and knowledge needed to become a competent Youth Support Worker. These qualifications replace the previous Level 3 Award, Certificate and Diploma in Youth Work Practice.

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) and who deliver operational youth work; undertake duties on their own initiative and who may carry supervisory responsibility for small projects. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth workers. The Level 3 Certificate and Diploma are suitable for those who are 16+, and have some 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 3 Certificate in Youth Work Practice may wish to complete additional units to achieve the ABC Level 3 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 3 Certificate in Youth Work Practice is the qualification required for those wishing to work as a JNC qualified Youth Support Worker.

Resource Requirements

Learners must have access to a working environment.

Tutor/Assessor 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.

Minimum 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*		
<p>*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.</p>			

Qualification Structure and Content

Qualifications	
ABC Awards Level 3 Certificate in Youth Work Practice ABC Awards Level 3 Diploma in Youth Work Practice	
Qualification Number	Certificate: 601/5532/2 Diploma: 601/5533/4
Regulated	All of the qualifications, as identified above, are 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 3 Certificate in Youth Work Practice

Rules of Combination: Learners must achieve at least 27 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	A/506/9501	3	3	12
Working with Challenging Behaviour in Youth Work Settings	A/506/9420	3	2	14
Reflective Practice in a Youth Work Setting	A/506/9238	3	2	7
Work-based Practice in Youth Work	K/506/9218	3	6	20
Optional Group B				
Interviewing Skills for Work with Young People	D/506/9216	3	3	15
Detached and Outreach Youth Work – Understanding and Knowledge	A/506/9207	3	4	18
Detached and Outreach Youth Work - Practice	J/506/9503	3	3	6
Understanding Exchange Programmes in a Youth Work Setting	F/506/9208	3	5	24
Implementing Exchange Programmes in a Youth Work Setting	M/506/9236	3	6	20

Facilitate the Learning and Development of Young People through Mentoring	J/506/9209	3	4	20
Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy	A/506/9210	3	2	10
Support Young People who are Asylum Seekers	F/506/9211	3	3	23
Support Young People to Achieve their Learning Potential	T/506/9500	3	3	15
Support Young People who are Looked After or are Leaving Care	H/506/9184	3	3	23
Support Young People's Transition to Independence	Y/506/9196	3	2	12
Referrals and Signposting in Youth Work Settings	D/506/9197	3	3	15
Support Young People who are not in Employment, Education Training or Excluded from School	K/506/9185	3	3	15
Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities	H/506/9234	3	3	15
Understand how Youth Work can Support Young People with Mental Health Problems	H/506/9220	3	2	12
Support Young People to Develop, Implement and Review a Plan of Action	T/506/9223	3	2	12
Understand how Youth Work can Support Young People who are Experiencing Poverty	M/506/922 2	3	3	12
Understand how Youth Work can Support Young People who Misuse Substances	K/506/9221	3	2	12
Understand how Youth Work Supports Young People who	L/506/9227	3	2	12

are Lesbian, Gay, Bisexual or Transgender				
Understand how to Manage Staff in a Youth Work Setting	F/506/9225	3	3	20
Facilitating Youth Trips and Residential	A/506/9174	3	6	28
Work Effectively with Vulnerable Young People	F/506/9175	3	3	18
Young People's Participation in Youth Work	J/506/9176	3	3	15
Exploring Faith and Community Values within a Youth Work Setting	L/506/9177	3	3	21
Managing Performance in a Youth Work Setting	R/506/9178	3	3	15
Managing a Budget within a Youth Work Setting	Y/506/9179	3	2	12
Effective Outcomes-Based Youth Work	L/506/9180	3	2	12
Anti-Discriminatory Practice in Youth Work	H/506/9217	3	3	20
Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting	L/506/9423	3	3	20
Supervision in the Youth Work Context	K/506/9235	3	4	25
Optional Group C Unit title				
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.

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	x	16 – 18	✓	18+	✓	19 +	x
Recommended GLH²	<p>Minimum 132 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.</p>							
Recommended TQT³	270							
Credit Value	27							
Learning Aims Ref.	60155322							
Type of Funding Available	See Learning Aims Search website							
Qualification Fee / Unit Fee	See ABC website for current fees and charges							
Additional Information	<p>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 3 Diploma in Youth Work Practice. Learners who have achieved the units within Level 3 Certificate in Youth Work Practice qualification with another Awarding Organisation are also</p>							

² See Glossary of Terms

³ See Glossary of Terms

	eligible to transfer the credits achieved towards the credit required for this qualification.
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ABC Level 3 Diploma in Youth Work Practice

Rules of Combination: Learners must achieve at least 37 credits to gain the qualification. To do this they must achieve all units from Mandatory Group A and at least 13 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	A/506/9501	3	3	12
Working with Challenging Behaviour in Youth Work Settings	A/506/9420	3	2	14
Reflective Practice in a Youth Work Setting	A/506/9238	3	2	7
Work-based Practice in Youth Work	K/506/9218	3	6	20
Optional Group B				
Interviewing Skills for Work with Young People	D/506/9216	3	3	15
Detached and Outreach Youth Work – Understanding and Knowledge	A/506/9207	3	4	18
Detached and Outreach Youth Work - Practice	J/506/9503	3	3	6
Understanding Exchange Programmes in a Youth Work Setting	F/506/9208	3	5	24
Implementing Exchange Programmes in a Youth Work Setting	M/506/9236	3	6	20

Facilitate the Learning and Development of Young People through Mentoring	J/506/9209	3	4	20
Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy	A/506/9210	3	2	10
Support Young People who are Asylum Seekers	F/506/9211	3	3	23
Support Young People to Achieve their Learning Potential	T/506/9500	3	3	15
Support Young People who are Looked After or are Leaving Care	H/506/9184	3	3	23
Support Young People's Transition to Independence	Y/506/9196	3	2	12
Referrals and Signposting in Youth Work Settings	D/506/9197	3	3	15
Support Young People who are not in Employment, Education Training or Excluded from School	K/506/9185	3	3	15
Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities	H/506/9234	3	3	15
Understand how Youth Work can Support Young People with Mental Health Problems	H/506/9220	3	2	12
Support Young People to Develop, Implement and Review a Plan of Action	T/506/9223	3	2	12
Understand how Youth Work can Support Young People who are Experiencing Poverty	M/506/922 2	3	3	12
Understand how Youth Work can Support Young People who Misuse Substances	K/506/9221	3	2	12
Understand how Youth Work Supports Young People who	L/506/9227	3	2	12

are Lesbian, Gay, Bisexual or Transgender				
Understand how to Manage Staff in a Youth Work Setting	F/506/9225	3	3	20
Facilitating Youth Trips and Residential	A/506/9174	3	6	28
Work Effectively with Vulnerable Young People	F/506/9175	3	3	18
Young People's Participation in Youth Work	J/506/9176	3	3	15
Exploring Faith and Community Values within a Youth Work Setting	L/506/9177	3	3	21
Managing Performance in a Youth Work Setting	R/506/9178	3	3	15
Managing a Budget within a Youth Work Setting	Y/506/9179	3	2	12
Effective Outcomes-Based Youth Work	L/506/9180	3	2	12
Anti-Discriminatory Practice in Youth Work	H/506/9217	3	3	20
Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting	L/506/9423	3	3	20
Supervision in the Youth Work Context	K/506/9235	3	4	25
Optional Group C Unit title				
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 37 credits from units in Group A and Group B.

Qualification Purpose	D1. Confirm competence in an occupational role to the standards required
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Entry Requirements	Learners need to have access to the real work environment
Age Range	Pre 16 x 16 – 18 ✓ 18+ ✓ 19 + x
Recommended GLH⁴	<p>Minimum 172 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.</p>
Recommended TQT⁵	370
Credit Value	37
Learning Aims Ref.	60155334
Type of Funding Available	See Learning Aims Search website
Qualification Fee / Unit Fee	See ABC website for current fees and charges
Additional Information	<p>See ABC website for resources available for this qualification. Learners who have achieved the units within Level 3 Diploma in Youth Work Practice qualification with another Awarding Organisation are also</p>

⁴ See Glossary of Terms

⁵ See Glossary of Terms

	eligible to transfer the credits achieved towards the credit required for this qualification.
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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.	<p>1.1. Describe the key purpose of youth work.</p> <p>1.2. Identify current national and local policies and guidance that informs youth work.</p> <p>1.3. Outline current legislation that informs youth work.</p> <p>1.4. Describe own organisation's purpose and policies.</p>
2. Understand key principles of youth work.	<p>2.1. Describe the following principles for youth work:</p> <ul style="list-style-type: none"> • active participation and empowerment of young people

	<ul style="list-style-type: none"> • 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.	<p>3.1. Describe different types of communities.</p> <p>3.2. Describe how the local community affects young people's lives.</p> <p>3.3. Outline how youth work impacts on the young person's local community.</p>
4. Understand different models of youth work delivery.	<p>4.1. Identify the sectors and structures in which youth work is delivered.</p> <p>4.2. Describe different models of youth work delivery.</p>
5. Understand the skills, knowledge, qualities and values required to practice.	<p>5.1. Describe the skills, knowledge, qualities and values of an effective youth worker.</p> <p>5.2. Outline how professional boundaries are important to engaging with young people and with own team.</p> <p>5.3. Outline how anti-discriminatory practice can impact youth work.</p>
6. Understand own skills, knowledge, qualities and values required to practice.	<p>6.1. Assess personal skills, knowledge, qualities and values required to practice as a youth worker.</p> <p>6.2. Identify the impact own prejudice and values could have when engaging with young people.</p> <p>6.3. Identify the boundaries of own role as a youth worker in relation to young people and colleagues.</p>

	6.4. Create a personal development plan to address own areas for improvement.
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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 provision. 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 the 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.	<p>1.1. Define the terms 'child protection' and 'safeguarding'.</p> <p>1.2. Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.</p> <p>1.3. Outline own organisation's child protection policies and procedures that create a safe, but challenging environment that benefits young people.</p> <p>1.4. Describe how own organisation's child protection policies and procedures influence own practice.</p>

	<p>1.5. Describe the boundaries of confidentiality when working with young people and how this could affect own rights.</p>
<p>2. Be able to assess risk in a youth work setting.</p>	<p>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.</p> <p>2.2. Develop a health of safety risk assessment of work areas and including off-site visits.</p>
<p>3. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.</p>	<p>3.1. Identify a range of child protection and safeguarding support agencies.</p> <p>3.2. Describe forms of abuse and their characteristics.</p> <p>3.3. Identify own organisation's safeguarding office in relation to reporting child protection issues.</p>
<p>4. Understand how to protect young people when using contemporary technologies.</p>	<p>4.1. Describe how e-safety policies and practices help keep young people safe.</p> <p>4.2. Describe the importance of an organisation-wide approach to using social media and other technologies safety.</p> <p>4.3. Outline how youth workers can reduce the potential harm related to using contemporary technologies.</p>
<p>5. Understand how youth work protects young people.</p>	<p>5.1. Describe how youth workers protect and support young people.</p> <p>5.2. Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.</p> <p>5.3. Outline ways to support and empower young people to manage personal risk.</p> <p>5.4. Outline the challenges when implementing safeguarding procedures in a youth work setting.</p>

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 systems 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 understanding of the requirements for competency based assessment;
- 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 understanding 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

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.	<p>1.1. Define adolescence.</p> <p>1.2. Describe theories for adolescent development. Please note: Abraham Maslow's Hierarchy of Needs is not to be used in the context of theories of adolescent development. It is a theory of human needs not a theory of adolescent development. Centres should refer to the extensive list of theories of adolescent development in the unit indicative content.</p> <p>1.3. Outline how adolescent development impacts on young people's lives.</p>

<p>2. Understand how knowledge of adolescence impacts on youth work.</p>	<p>2.1. Identify how knowledge of adolescent development benefits youth work and young people.</p> <p>2.2. Describe how changes during adolescence could affect the professional relationship between the youth worker and the young person.</p> <p>2.3. Outline how changes during adolescence affect young people's behaviour and lead to stereotypes.</p> <p>2.4. Describe how to challenge stereotypes impacting on young people.</p>
<p>3. Know where young people can get support during adolescence.</p>	<p>3.1. Describe how youth workers can support young people during adolescence.</p> <p>3.2. Describe helping organisations that can support young people that may face difficulty during adolescence.</p>

Supporting Unit Information

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 Stetter 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

Please note: Abraham Maslow's Hierarchy of Needs is not to be used in the context of theories of adolescent development. It is a theory of human needs not a theory of adolescent development. Centres should refer to the extensive list of theories of adolescent development listed above.

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;
- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understanding of the requirements for competency based assessment;

- 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 understanding 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

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.	<p>1.1. Describe why relationship building with young people is important to youth work.</p> <p>1.2. Describe how effective communication skills impact on building and maintaining professional relationships with young people.</p> <p>1.3. Identify ways to engage young people in order to establish a professional relationship.</p>
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.

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

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.

See paragraph below for indicative content

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

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.

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.

5.1 Support young people to develop positive relationships in their local community.

See paragraph below for indicative content

5.2 Assess own strengths and areas for improvement when communicating with others.

See paragraph below for indicative content

5.3 Engage with the local community to support young people's involvement.

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.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Group Work within a Youth Work Setting

Unit Reference	A/506/9501
Level	3
Credit Value	3
Guided Learning Hours	12
Total Unit Time	30 (12GLH + 18 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to working with young people in groups within a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.2) The learner can:
1. Understand the importance of group membership.	<p>1.1. Explain the types of group's young people are part of or join.</p> <p>1.2. Explain the reasons why young people join groups.</p> <p>1.3. Review the benefits for young people of joining groups.</p> <p>1.4. Summarise key characteristics of effective groups.</p>
2. Understand group work theory.	2.1. Critically compare the different roles in a group.

	<p>2.2. Explain the stages of group development.</p> <p>2.3. Describe the factors that increase group effectiveness.</p> <p>2.4. Evaluate how to maintain groups.</p> <p>2.5. Explain the reasons for group breakdown.</p>
<p>3. Be able to work effectively when delivering a programme of group youth work activities.</p>	<p>3.1. Using group work theory, plan a programme of group youth work activities, taking into account internal and external factors.</p> <p>3.2. Develop and maintain ground rules for working together, using group negotiation process.</p> <p>3.3. Lead a group of young people in a youth work programme.</p>
<p>4. Understand the appropriate use of leadership styles within groups.</p>	<p>4.1. Explain the main leadership styles appropriate to different group stages and situations.</p> <p>4.2. Analyse own leadership styles when working with groups of young people.</p>
<p>5. Understand how to manage conflict in a group work setting.</p>	<p>5.1. Explain how conflict may arise.</p> <p>5.2. Explain ways of managing personal feelings in a potential conflict situation.</p> <p>5.3. Explain ways of defusing conflict in a group work setting.</p>
<p>6. Be able to evaluate a programme of group youth work activities.</p>	<p>6.1. Reflect on and evaluate the effectiveness of the roles within the group.</p> <p>6.2. Reflect on and evaluate achievement of group goals.</p>

	6.3. Evaluate group strengths and weaknesses.
7. Be able to evaluate own role in the delivery of a programme of group youth work activities.	<p>7.1. Evaluate own group work skills and leadership style.</p> <p>7.2. Summarise development actions for improving own group work skills.</p>

Supporting Unit Information

Group Work within a Youth Work Setting (A/506/9501) – Level 3

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 Explain the types of group's young people are part of or join.

- Prescribed groups e.g. family, formed groups, tutor groups, work groups, community groups; racial, ethnic, gender, age, sexuality, class etc.
- Elective groups, e.g. sports teams, cyber groups, friendship groups, il/legal groups.

1.2 Explain the reasons why young people join groups.

Belonging, shared interest, task focused, support, friendship and challenge.

1.3 Review the benefits for young people of joining groups.

Psychological, emotional well-being and physical safety.

1.4 Summarise key characteristics of effective groups.

Cohesion, stability, growth, clear focus, effective communication, constructive, giving and receiving effective feedback, group identity, individual contributions to the group, opportunity to take on different roles within the group – role sharing/ trading.

Learning Outcome 2: Understand group work theory.

2.1 Critically compare the different roles in a group.

Compare at least two models of roles in group; e.g. Belbins, Adair, Mintzberg

2.2 Explain the stages of group development.

Tuckman - forming, storming, norming, performing, adjourning/mourning.

2.3 Describe the factors that increase group effectiveness.

Setting ground rules, using appropriate facilitation style, dealing with conflict, clear aims/goals, role clarity, resolution/ compromise.

2.4 Evaluate how to maintain groups.

Evaluate how you have maintained groups that you work with, linking practice/learning to theory, e.g. facilitation styles Tuckman and Homans

2.5 Explain the reasons for group breakdown.

Where an individual's aims are no longer met by the group, for example when difficult dynamics are not addressed – analyse examples of this and other reasons why groups may breakdown.

Learning Outcome 3: Be able to work effectively when delivering a programme of group youth work activities.

3.1 Using group work theory, plan a programme of group youth work activities, taking into account internal and external factors.

See paragraph below for indicative content

3.2 Develop and maintain ground rules for working together, using group negotiation process.

See paragraph below for indicative content

3.3 Lead a group of young people in a youth work programme.

To fulfil the criteria in LO3, you need develop a programme of a minimum of 6 group work sessions that are planned, performed, recorded and reflected on. These should last at least 30 minutes each.

Learning Outcome 4: Understand the appropriate use of leadership styles within groups.

4.1 Explain the main leadership styles appropriate to different group stages and situations.

Laissez-faire; democratic; autocratic and coalition. Or Heron's styles of facilitation.

4.2 Analyse own leadership styles when working with groups of young people.

Critically evaluate a minimum of two different leadership styles you use. Have they been successful? Discuss positive and negative impacts of using these leadership styles.

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

5.1 Explain how conflict may arise.

Power issues within a group, pecking order, competitiveness, immaturity, boredom, levels of concentration, levels of loyalty, personal dislike/taking offence, role clash/conflict, emotional responses to changes in the dynamic, emotional factors.

5.2 Explain ways of managing personal feelings in a potential conflict situation.

How do you as a youth worker manage your personal feelings in a potential conflict situation? Strategies you use e.g. time out, change the emotions/ activity, shorten your session, peer support, how you work with your team, how you engage with young people.

5.3 Explain ways of defusing conflict in a group work setting.

Relate to personal experience. This could include: shortening your session, how you work with your team, how you engage with young people, refer to a model of conflict model to explain ways to defer conflict.

Learning Outcome 6: Be able to evaluate a programme of group youth work activities.

6.1 Reflect on and evaluate the effectiveness of the roles within the group.

See paragraph below for indicative content

6.2 Reflect on and evaluate achievement of group goals.

See paragraph below for indicative content

6.3 Evaluate group strengths and weaknesses.

For LO 6 provide reflective recordings of the group work activity programme. Reflect and evaluate what the group did well and what they could improve. Focus on roles within the groups and also what their achievements were. This should link to the information discussed/work completed for LO3.

Learning Outcome 7: Be able to evaluate own role in the delivery of a programme of group youth work activities.

7.1 Evaluate own group work skills and leadership style.

See paragraph below for indicative content

7.2 Summarise development actions for improving own group work skills.

For LO 7 provide reflective recordings of your group work skills demonstrated in the group work activity programme. Evaluate what you did well and what you could improve. This should link to the information discussed/work completed for LO3.

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 six activities, each lasting at least 30 minutes of direct delivery.

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:

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- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understanding of the requirements for competency based assessment;
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- 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;
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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.

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

Additional Information

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

Working with Challenging Behaviour in Youth Work Settings

Unit Reference	A/506/9420
Level	3
Credit Value	2
Guided Learning Hours	14
Total Unit Time	20 (14GLH + 6 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to working with challenging behaviour in youth work settings. 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. Explain the impact of conflict and challenging behaviour in a youth work setting. 1.3. Explain why it is important to develop a trusting and respectful relationship with young people. 1.4. Explain the importance of setting and maintaining appropriate boundaries and expectations with young people.

	<p>1.5. Evaluate own values in relation to working with young people and managing young people's behaviour.</p> <p>1.6. Explain internal and external influences that can contribute to the presentation of conflict and challenging behaviour in a young person.</p>
<p>2. Be able to de-escalate conflict and challenging behaviour in youth work settings.</p>	<p>2.1. Critically compare examples of conflict and challenging behaviour that can occur in a youth work setting.</p> <p>2.2. Explain de-escalation techniques that can be used to address conflict and challenging behaviour in a youth work setting.</p> <p>2.3. Analyse own strengths and weaknesses in dealing with conflict and challenging behaviour in youth work settings.</p> <p>2.4. Demonstrate methods of defusing specific conflict and challenging behaviour in youth work settings.</p>
<p>3. Understand the role of feedback in relation to changed behaviour in a youth work setting.</p>	<p>3.1. Explain how positive feedback affects and enhances behavioural change in young people.</p> <p>3.2. Demonstrate methods of providing positive acknowledgement of changed behaviour.</p> <p>3.3. Analyse examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.</p>
<p>4. Understand when support is required in managing conflict and</p>	<p>4.1. Evaluate situations when additional support is required to manage conflict and challenging behaviour.</p>

<p>challenging behaviour.</p>	<p>4.2. Summarise support mechanisms available when managing conflict and challenging behaviours.</p>
<p>5. Be able to develop own practice in relation to conflict and challenging behaviour.</p>	<p>5.1. Explain own practice in relation to conflict and challenging behaviour in youth work settings.</p> <p>5.2. Reflect on own practice in relation to managing conflict and challenging behaviour.</p> <p>5.3. Create a development plan to enhance own skills in managing conflict and challenging behaviour.</p>

Supporting Unit Information

Working with Challenging Behaviour in Youth Work Settings (A/506/9420)
– Level 3

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.

Challenging behaviour, also known as 'difficult or problem behaviour' can include: not communicating; disengaging; anxiety and depression; irritability; aggression; tantrums; lethargy; and/or hyperactivity.

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

The above behaviours will have an impact on any setting which requires/expects young people to behave or socialise in mutually helpful ways. (Where possible, give examples of situations you have observed).

1.3 Explain why it is important to develop a trusting and respectful relationship with young people.

The relationship between the youth worker and young people should have a basis of equality and clear boundaries. This is more likely to lead to effective communication and compromise.

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

Once clear boundaries and expectations have been set, the norms of acceptable behaviour are in place. If problematic or challenging behaviour

or situations occur, then the Youth Worker can discuss these incidents with the young person in relation to the agreed norms and expectations.

1.5 Evaluate own values in relation to working with young people and managing young people's behaviour.

Evaluate own values. Reflect on personal values and consider where these came from (e.g. family, friends, experiences, education, work etc.). Consider how these personal values could influence young people, or could conflict with incidents when young people display challenging behaviour.

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

Identify internal and external influences. These influences could include:

- 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/social norms, insensitivity of staff and services to the persons needs and wishes)
- Environment (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 peoples negative expectations)
- Communication

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

2.1 Critically compare examples of conflict and challenging behaviour that can occur in a youth work setting.

Young people can test boundaries and their own powers, be they physical, psychological or emotional. Pecking order may be of particular importance to some. Gang, family or geographical allegiance may be demonstrated. The tensions of episodes at school or in the locality may play out in the youth work session.

Conflict may be traceable back to a specific time or may be random and unexpected. Some individuals may enjoy their ability to create drama and chaos.

Youth workers are very likely to be challenged by young people, particularly if they try to modify behaviour. This is an opportunity to deepen relationships with young people, although the immediate period of confrontation/challenge may be difficult. If challenging behaviour is not dealt with, the behaviour may become established as the norm for individuals or groups in the setting.

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

These might be: time out from the activity, the group or even the session; reparation in terms of making amends; restitution – giving something back; behaviour contracts, where improved behaviour will allow continued access to the provision; clear consequences for unacceptable behaviour; a youth worker mentor, if the young person/people work well with a particular member of staff; or seeking additional/specialist support.

2.3 Analyse own strengths and weaknesses in dealing with conflict and challenging behaviour in youth work settings.

Think back to the styles of leadership that you prefer or usually model. List the types of situations in your work setting where some form of intervention is required. Are they all covered by procedures and policies? What strategies do you adopt if these situations occur in your vicinity? How effective have you been? Do you need to take a different approach in some cases?

2.4 Demonstrate methods of defusing specific conflict and challenging behaviour in youth work settings

Refer to your recent experiences and describe what you did/would do if the situations recur.

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

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

Regular, deserved positive feedback from youth workers to young people can drive effective relationships as well as approve behaviour which is

beneficial to everyone and everything in the young person's orbit. In most young people's experience, the reward system starts at home as babies/toddlers for doing things that the parent/carer approves of (eating/ toilet/ being tidy/ following instruction) and then continues through education with the star or certificate system.

Difficulties may arise where this has not been the case and young people have seldom received praise and are suspicious of it or manipulate situations to receive it.

Behavioural psychology pioneers include Skinner ("principle of reinforcement"), Watson & Pavlov.

3.2 Demonstrate methods of providing positive acknowledgement of changed behaviour.

Give examples and demonstrate how this can be done. The very act of commenting on someone's behaviour shows that you are taking an interest in them and are aware of their problems and progress, but does this have to be done sensitively? Being praised for conforming in front of peers might provoke a young person whose self-image derives from being an anti-authority figure.

3.3 Analyse examples of the impact of positive acknowledgement of changed behaviour in youth work settings.

What was your relationship with the young person/people you gave praise to? How long had you known them/ been working with them? Are they clear about what your role is and why you should be commenting on their lives? Are they comfortable with praise/ your overview and what effect has it had on your relationship with them?

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

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

Refer to situations where young people's behaviour might threaten the smooth running of a session. Is the situation likely to escalate, or lead to some form of intimidation or violence, or damage to property if you do not

seek assistance immediately? What are the elements that have the most significance (numbers/specific individuals or groups/ recent events/ worker relationships with young people)?

What are the policies and procedures in your youth work setting for these contingencies?

Have they arisen previously or been discussed in staff de-briefings or in supervision?

4.2 Summarise support mechanisms available when managing conflict and challenging behaviours.

If there are designated policies and procedures, what are they and how effective are they? Are there risk assessments to refer to? Do supervision sessions or staff meetings scrutinise past episodes? Or is it a case of calling in colleagues/managers/ specialists on an ad hoc basis?

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

5.1 Explain own practice in relation to conflict and challenging behaviour in youth work settings

Refer to organisational policies and procedures and your own role or job description. How does your philosophical view of conflict and aggression sit with the actions you have to take when situations arise?

5.2 Reflect on own practice in relation to managing conflict and challenging behaviour

Have you been consistent/ vigilant/ effective/ controlled in your responses? Are you still on respectful terms with any young people you have had to work with after confrontation or challenge?

Do you feel supported by other staff/ managers through supervision or staff debriefs? Have you had to modify your working methods?

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

From 2.3 chart your strengths and weaknesses and establish targets for improvement. These may feed into your CPD (continuous professional development) requirements in terms of training needs or require your role to be re-framed.

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 understanding of the requirements for competency based assessment;

- 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 understanding 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.

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Additional Information

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Reflective Practice in a Youth Work Setting

Unit Reference	A/506/9238
Level	3
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 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand the principles of reflective practice in youth work.	1.1. Define reflective practice within a youth work setting. 1.2. Explain the benefits of reflection in developing youth work practice. 1.3. Evaluate approaches to reflective practice and their potential strengths and weaknesses.
2. Be able to undertake self-directed reflection on own practice and continuing	2.1. Use regular reflection on own experience, skills and behaviour. 2.2. Evaluate own areas of strength and potential areas for development.

<p>professional development.</p>	<p>2.3. Create a plan with SMART objectives to address own learning and support needs.</p> <p>2.4. Evaluate development plan with line manager.</p>
<p>3. Be able to use reflection to develop own and others practice.</p>	<p>3.1. Monitor outcomes of own work and others.</p> <p>3.2. Review and revise practice based on feedback from others.</p> <p>3.3. Apply the result of own reflection and development to own practice.</p> <p>3.4. Support others in reflective practice and provide constructive feedback to them around delivery.</p> <p>3.5. Demonstrate how reflection can improve own and others practice.</p>
<p>4. Be able to keep up to date with policies and developments relevant to working with young people.</p>	<p>4.1. Evaluate relevant sources of information that can provide updates on an ongoing basis.</p> <p>4.2. Explain the importance of keeping up to date with own practice and how this impacts on own practice.</p>

Supporting Unit Information

Reflective Practice in a Youth Work Setting (A/506/9238) – Level 3

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 a youth work setting.

Be able to use reflection to develop own and others practice.
Theories of reflective practice. Gibbs / Johns models of reflection. Kolb learning cycle. Rolfe. Brookfield.

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

Programme and activity planning - identify young people's needs, plan outcomes, identify opportunities to achieve outcomes (to include activity and resources required), inclusion, activity/programme takes place, reflection, review, action plan for future.

1.3 Evaluate approaches to reflective practice and their potential strengths and weaknesses.

Methods of evaluation – observations and recordings, individual action planning and review , peer evaluations and personal evaluations, young people's testimonies, supervisors/other adult evaluation, appraisals.

Record use of evaluation methods as above and reflections on methods.

Learning Outcome 2: Be able to undertake self-directed reflection on own practice and continuing professional development.

2.1 Use regular reflection on own experience, skills and behaviour.

Reflection. What went well? What would you do differently next time? What did not go well? Were the goals realistic? Were they achieved? What improvements need to be made? Learner reflection should aim to show coverage of at least 20 hours of practice.

2.2 Evaluate own areas of strength and potential areas for development. Identifying effectiveness at demonstrating youth work values in own work.

Reflections that lead to actions that have been thought through with SMART targets and achievable goals.

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

See paragraph below for indicative content

2.4 Evaluate development plan with line manager.

For criteria 2.3 and 2.4 refer to work experiences and could link to appraisals, supervisor/manager feedback and CPD requirements. Produce a detailed and honest personal development plan.

Learning Outcome 3: Be able to use own supervision to reflect and develop own and others practice.

3.1 Monitor outcomes of own work and others.

See paragraph below 3.5 for indicative content

3.2 Review and revise practice based on feedback from others.

See paragraph below 3.5 for indicative content

3.3 Apply the result of own reflection and development to own practice.

See paragraph below 3.5 for indicative content

3.4 Support others in reflective practice and provide constructive feedback to them around delivery.

See paragraph below 3.5 for indicative content

3.5 Demonstrate how reflection can improve own and others practice.

LO3 can link to aspects covered in LO2. Focus on developing critical analysis skills in order to develop practice. Openness and honesty with one's self and show how you have taken on board feedback from others. May update personal development plan from LO2.

Learning Outcome 4: Be able to keep up to date with policies and developments relevant to working with young people.

4.1 Evaluate relevant sources of information that can provide updates on an ongoing basis.

Department for Education; National Youth Agency; Early Help; NCVYS

4.2 Explain the importance of keeping up to date with own practice and how this impacts on own practice.

Refer to personal examples of where training/CPD opportunities etc. has had an impact on own 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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Work-based Practice in Youth Work

Unit Reference	K/506/9218
Level	3
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 in youth work. 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. Be able to use the principles and practice of participation and empowerment to plan activities with young people in a work based setting.	<p>1.1. Explain what is meant by young people's participation and empowerment.</p> <p>1.2. Review different methods of empowering young people to participate in planning a youth work programme.</p> <p>1.3. Analyse the rationale for developing the youth work programme.</p> <p>1.4. Evaluate youth work programme requirements with young people using participation principles and inclusive practice.</p>

	<p>1.5. Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme.</p> <p>1.6. Summarise the main stages of programme and activity planning.</p> <p>1.7. Plan youth work activities using participation and empowerment principles to support young people’s own development.</p> <p>1.8. Use a planning model to create session plans for a youth work programme.</p> <p>1.9. Develop resources in a format appropriate to the needs and capabilities of young people.</p> <p>1.10. Plan evaluation methods for the youth work programme.</p>
<p>2. Be able to deliver a youth work programme based on participation processes.</p>	<p>2.1. Deliver a youth work programme.</p> <p>2.2. Undertake and adjust session plans to deliver a youth work programme.</p>
<p>3. Be able to evaluate practice following the delivery of youth work programmes.</p>	<p>3.1. Explain methods of evaluating the effectiveness of activities in youth work programme.</p> <p>3.2. Evaluate the youth work programme.</p> <p>3.3. Complete evaluation records for the programme delivered.</p>
<p>4. Be able to reflect on own practice following the delivery of youth work programmes.</p>	<p>4.1. Evaluate own work based practice, including evaluation with young people, to determine the effectiveness of the programme.</p> <p>4.2. Reflect on own contribution and effectiveness in planning and delivery of youth work programmes.</p>

	4.3. Implement a personal development plan.
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Supporting Unit Information

Work-based Practice in Youth Work (K/506/9218) – Level 3

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 use the principles and practices of participation and empowerment to plan activities with young people in work-based settings.

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

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 Review different methods of empowering young people to participate in planning a youth work programme.

Models for Youth Participation (e.g. Ladder of Participation; 'Hear by Right' (NYA); Youth Voice Vehicle Checklist (BYC)).

1.3 Analyse the rationale for developing the youth work programme.

Understanding youth work as an educational process, and the benefits of a planned youth work curriculum. Also what do young people need? Can youth work programmes support the needs of young people?

1.4 Evaluate youth work programme requirements with young people using participation principles and inclusive practice.

Tools for review and reflection – session recording templates; principles of reflective practice; evaluation approaches that involve young people.

1.5 Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme.

- Risk assessments, Health and Safety, Safeguarding
- Core values of Youth Work LLUK 2012
- Hart's Ladder of Participation
- The United Nations Conventions on the Rights of the Child (UNCRC) and how its Articles underpin participation and empowerment

1.6 Summarise the main stages of programme and activity planning.

Programme and activity planning - identify young people's needs, plan outcomes, identify opportunities to achieve outcomes (to include activity and resources required), inclusion, activity/programme takes place, reflection, review, action plan for future, residential.

1.7 Plan youth work activities using participation and empowerment principles to support young people's own development.

Refer to personal work experience. Also show how to apply youth work intervention techniques in practice, including group work; using conversation as a learning tool; leadership/facilitation styles and tools; dealing with challenging behaviour; coaching/mentoring.

1.8 Use a planning model to create session plans for a youth work programme.

Consider outcomes for young people as a consequence of their involvement in youth work – designing a curriculum that leads to positive outcomes.

1.9 Develop resources in a format appropriate to the needs and capabilities of young people.

Create and use practical curriculum/supporting resources for use in youth work. Show inclusive planning and differentiation where appropriate. Show knowledge of resources available to support youth work in the learner's locality, and where to find appropriate resources on-line.

1.10 Plan evaluation methods for the youth work programme.

Evidence and evaluations need to be recorded to include observation and feedback from young people, etc.

Learning Outcome 2: Be able to deliver a youth work programme based on participation processes.

2.1 Deliver a youth work programme.

In order to maximise the opportunity to demonstrate the successful delivery of a youth work programme. Learners should consider a programme length of at least 20 hours.

2.2 Undertake and adjust session plans to deliver a youth work programme.

Learners can apply some of the principles covered in Unit: Group work within a youth work setting: group work; facilitation; leadership. Observation should be conducted for this LO.

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

3.1 Explain methods of evaluating the effectiveness of activities in youth work programme.

See paragraph below 3.3 for indicative content

3.2 Evaluate the youth work programme.

See paragraph below 3.3 for indicative content

3.3 Complete evaluation records for the programme delivered.

LO3 Methods of evaluation could include – observations and recordings, individual action planning and review, peer evaluations and personal evaluations, young people’s testimonies, supervisors/other adult evaluation, appraisals.

Record use of evaluation methods above and reflections on methods.

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

4.1 Evaluate own work based practice, including evaluation with young people, to determine the effectiveness of the programme.

See paragraph below 4.3 for indicative content

4.2 Reflect on own contribution and effectiveness in planning and delivery of youth work programmes.

See paragraph below 4.3 for indicative content

4.3 Implement a personal development plan.

Methods of reflection and self-evaluation – observations and recordings, individual action planning & review , peer evaluations and personal evaluations, young people’s testimonies, supervisors/other adult evaluation, appraisals, reflections on own practice outlining a plan for future self-development. Could also link to some elements covered in ‘Reflective Practice in a Youth Work Setting’ unit.

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:

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- ERR workbook

Interviewing Skills for Work with Young People

Unit Reference	D/506/9216
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to interviewing young people. 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 the process of preparing for interviews with young people.	1.1. State purposes of interviewing young people. 1.2. Explain why it is important to prepare for interviews with young people. 1.3. Explain the components of an interview planning process. 1.4. Explain how to engage young people in the interview process. 1.5. Explain why relevant information needs to be provided in advance of an interview.

<p>2. Be able to conduct interviews with individual young people.</p>	<p>2.1. Establish the purpose and desired outcomes of the interview with the young person.</p> <p>2.2. Carry out an interview in line with interview plan.</p> <p>2.3. Agree outcomes and next steps with young person.</p> <p>2.4. Make records in line with organisational procedures and current legislation.</p> <p>2.5. Use effective communication skills to engage young people.</p>
<p>3. Be able to implement interview follow up procedures.</p>	<p>3.1. Implement the agreed outcomes and next steps within own area of responsibility.</p> <p>3.2. Explain the referral process and own role in it.</p>

Supporting Unit Information

Interviewing Skills for Work with Young People (D/506/9216) – Level 3

Indicative Content

Learning Outcome 1: Understand the process of preparing for interviews with young people

1.1 State purposes of interviewing young people.

Learners should reference their organisational purposes if available. Learners should evidence a range of reasons for the purpose of interviews with young people in their youth work setting.

1.2 Explain why it is important to prepare for interviews with young people.

Factors may include:

- Confirms the aims and objectives of the process
- Ensure the appropriate others/other professionals/family/carers are aware of the process and invited if appropriate
- Everyone is aware of their role in the process
- If English is not the dominant language ensure an interpreter is available
- Ensures gathering and assessing relevant information needed
- Ensure the environment is appropriate – young person friendly, temperature is suitable, refreshments, food provided, accessibility, risk assessment, health and safety, confidentiality.
- Knowledge of the young persons needs, their age and maturity and their ability to understand and contribute to the process
- Ensure that all involved are aware of information sharing protocols

1.3 Explain the components of an interview planning process:

May include:

- Must be carried out within the boundaries of own role.
- Young person should be involved at all stages
- Identify the appropriate format of the interview – should be young person centred

- Ensure all relevant documentation has been read prior to the interview – and shared with appropriate people
- Risk assessment of the venue/environment to ensure the safety and well-being of the young person
- Data protection and information sharing protocols are agreed

1.4 Explain how to engage young people in the interview process.

May include:

- Involvement of the young person in the process at an early stage
- Encourage the participation and empowerment of the young person in line with the core values and principles of youth work
- Explain the nature of the process and the reason for the interview
- Goal setting/target setting with the young person
- Having an open and supportive relationship
- Using appropriate – age and maturity – language
- Young person focused environment
- Communication skills – open questions/active listening skills/appropriate body language
- Knowing how to give constructive feedback
- Not showing any bias
- Being non-judgemental
- Maintaining professional boundaries

1.5 Explain why relevant information needs to be provided in advance of an interview.

The learner should explain what relevant information is needed prior to an interview:

- Ensures the background and purpose of the process is understood
- Roles and responsibilities are understood
- Information can aid the setting of the timeframe for the interview
- The young persons age/maturity can influence the process
- Allows the youth worker to be prepared
- Can ensure that the appropriate resources are in place

Learning Outcome 2: Be able to conduct interviews with individual young people

2.1 Establish the purposes and desired outcomes of the interview with the young person.

See paragraph below 2.5 for indicative content

2.2 Carry out an interview in line with interview plan.

See paragraph below 2.5 for indicative content

2.3 Agree outcomes and next steps with young person.

See paragraph below 2.5 for indicative content

2.4 Make records in line with organisational procedures and current legislation.

See paragraph below 2.5 for indicative content

2.5 Use effective communication skills to engage young people.

The learner must provide evidence for this learning outcome from their direct work practice with young people. This will include the planning, preparation, conducting the interview and record keeping. The learner should identify the relevant organisational procedures and current legislation. This can be in the form of a case study.

The learners' assessor or another appropriate colleague can observe the assessment criteria for this learning outcome.

Learning Outcome 3: Be able to implement interview follow up procedures

3.1 Implement the agreed outcomes and next steps within own area of responsibility.

The learner should evidence this from their direct work with young people according to their role and responsibilities.

Agreed outcomes/next steps may include:

- Record keeping
- Sharing information
- Follow up meetings
- Referral/signposting for additional/specialist support
- Reviewing progress

- Implementing an action plan
- Involvement of young people

3.2 Explain the referral process and own role in it.

The learner should explain the referral process they use within their organisation. This must include an explanation of their role within the process and any boundaries that apply.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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.

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Additional Information

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- Assessment Guidance
- ERR workbook

Detached and Outreach Youth Work – Understanding and Knowledge

Unit Reference	A/506/9207
Level	3
Credit Value	4
Guided Learning Hours	18
Total Unit Time	40 (18GLH + 22 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to the understanding of detached and outreach youth work. Learners must have access to a real work environment.
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.1) The learner can:
1. Understand detached and outreach youth work.	1.1. Define 'detached' and 'outreach' youth work. 1.2. Describe the key milestones in the development of detached and outreach youth work. 1.3. Evaluate the benefits and disadvantages of targeted detached and outreach work. 1.4. Explain how the values and principles of detached and outreach youth work relate to generic youth work principles and practice.

<p>2. Understand the skills and knowledge required to be a detached and outreach worker.</p>	<p>2.1. Evaluate personal knowledge and skills against those required for the role of a detached/outreach youth worker.</p>
<p>3. Understand the importance of young people’s participation for detached and outreach youth work.</p>	<p>3.1. Explain why young people’s participation is important for detached and outreach youth work.</p> <p>3.2. Explain how communication with young people affects their participation in detached and outreach youth work.</p>
<p>4. Understand how practice, legislation and organisational needs affect detached and outreach youth work.</p>	<p>4.1. Explain how each of the following affects detached and outreach youth work:</p> <ul style="list-style-type: none"> • Organisational policies and procedures • Organisational support • Child protection and confidentiality • Professional boundaries • Professional safety and risk • Ethical issues • Quality assurance • Legislation
<p>5. Understand how to create a plan for detached and outreach youth work.</p>	<p>5.1. Create a plan for detached and outreach youth work to include:</p> <ul style="list-style-type: none"> • Rationale for intervention • Evidence to support the rationale • Aims, objectives and outcomes • Safety, boundaries and risk • Resources • Length of time to implement the plan • Communication methods with young people • Methods of engagement with young people

	<ul style="list-style-type: none"> • Methods of engagement with the community • A community audit/profile • Exit strategy • Evaluation
6. Understand how organisational support structures are integral for detached and outreach youth work.	<p>6.1. Explain how organisational support structures are important for:</p> <ul style="list-style-type: none"> • Professional practice • Quality assurance processes • Organisation requirements • Young people
7. Understand the process of recording detached and outreach youth work.	<p>7.1. Describe the process of recording detached and outreach youth work.</p>

Supporting Unit Information

Detached and Outreach Youth Work – Understanding and Knowledge
(A/506/9207) – Level 3

Indicative Content

NOTE: 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 detached and outreach youth work.

1.1 Define 'detached' and 'outreach' youth work.

Detached – involves face to face contact with young people in the places they choose to congregate/their environment (parks, shopping arcades, supermarket car parks, cafes, bus stops and community areas). A voluntary engagement. Detached youth work takes its lead from the young people themselves – it supports them to identify their own needs and goals and works with the young people to help them achieve them i.e. it starts where young people are at in terms of their values, attitudes and issues. Detached work highly dependent on the strength of the relationship the youth worker builds with the young people.

Outreach – can take place with young people in their own space, formal/informal settings, and other facilities i.e. mobile facility (adapted mini-bus). A voluntary engagement. Provides information, activities and support to young people that are available through other agencies and assists young people to make informed choices. Youth workers encourage young people to be involved in projects/activities within the community. Outreach work can also be used by agencies as a method to consult young people about the community/general issues where the young people's opinions are needed.

Both methods of youth work involve the voluntary engagement of youth people and both have a responsibility to agree the plans and style of that engagement with young people.

1.2 Describe the key milestones in the development of detached and outreach work.

May include:

- Philanthropic interventions in 19th century by YMCA and other faith based organisations – early innovators were Tarlton 1844, Maude Stanley 1890 Thomas Barnardo (1870).
- Emergence of settlements and outreach work.
- 1959's/1960's emergence of detached work suggested in the Albemarle Report and influenced by work with street gangs in the USA.
- Local authority and voluntary sector provision.
- Connexions strategy – additional funding for detached/outreach projects aimed at meeting the needs of 'the hard to reach'.
- Current provision by local authority and voluntary sector agencies

1.3 Evaluate the benefits and disadvantages of targeted detached and outreach work.

Learners should consider the benefits and disadvantages for the individual, the community/society and the organisation/agency delivering the detached/outreach work.

Benefits can include: Improved education, reducing exclusions from school, access to qualifications/accreditations, referrals to partner agencies, improved health, reduction of risky behaviours, increased self-esteem, self-awareness, empowerment of young people, and participation of young people, improvement in family life and social cohesion, safer communities, crime reduction. Youth workers can use social media to communicate/keep in touch with young people.

Disadvantages can include: young people do not want to engage, can be expensive to deliver, lack of support and engagement from other agencies, poor support from the community, lack of resources and specialist equipment.

1.4 Explain how the values and principles of detached and outreach work relate to generic youth work principles and practice.

Generic youth work principles:

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 LUK.

Key principles of youth work - Core Values of Youth Work LUK 2012:

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

Key principles of detached/outreach work: Learners should also refer to their organisations policies/procedures, values and mission statements for the key principles they work to.

Might include: voluntary engagement of young people, highly trained and well-resourced youth workers, work in partnership with other agencies/referral agencies, providing opportunities for young people who do not want to attend formal provision.

Learning Outcome 2: Understand the skills and knowledge required to be a detached and outreach worker.

Learners could refer to their organisations job description for detached /outreach workers to identify local requirements for detached/outreach workers.

Knowledge: youth work theory, understanding the local community, legislation – health and safety, confidentiality protocols, data protection, professional boundaries and ethics/code of conduct, risk assessments, safeguarding, risky behaviours of young people (substance misuse, alcohol, crime, health, sexual abuse), other agencies/referral processes, the law, welfare rights, how to deal with conflict, how to stay safe.

Skills: relationship building, communication skills, use of social media, planning, observation, evaluation, specialist skills, personal safety, first aid, networking, team work, group work, non-judgemental approach.

2.1 Evaluate personal knowledge and skills against those required for the role of a detached/outreach worker.

The learner should undertake an evaluation of their current knowledge and skills against those required for a detached/outreach youth worker. Where gaps are identified learners should provide evidence of further training they may need.

Learning Outcome 3: Understand the importance of young people's participation for detached and outreach youth work.

3.1 Explain why young people's participation is important for detached and outreach work.

One of the underpinning key principles of youth work is that of young people's participation.

Participation leads to individual (and group) identity, learning, and acquisition of social skills. Detached and outreach work starts where young people are at, therefore the participation of young people at all levels is essential.

3.2 Explain how communication with young people affects their participation in detached and outreach work.

Learners should consider all forms of communication styles and methods, including that of social media. How to engage with young people, listening skills, body language, feedback skills, using appropriate language, have understanding of the young people's language - street language. Honesty and trust is essential. Confidentiality sharing protocols need to be agreed by young people.

Social media – understanding which forum is the current favoured platform for young people, websites.

Learning Outcome 4: Understand how practice, legislation and organisational needs affect detached and outreach youth work.

4.1 Explain how each of the following affects detached and outreach youth work:

- Organisational policies and procedures
- Organisational support
- Child protection and confidentiality

- Professional boundaries
- Professional safety and risk
- Ethical issues
- Quality assurance
- Legislation

Learners should give examples from their understanding/experience/research for each of the above.

Learning Outcome 5: Understand how to create a plan for detached and outreach youth work.

5.1 Create a plan for detached and outreach youth work to include:

- **Rationale for intervention** – how was the intervention identified, by whom, who are the target group? Are young people involved in determining the need?
- **Evidence to support the rationale** – can be records of meetings, emails, young people’s comments.
- **Aims, objectives and outcomes** – could be set using NAOMIE. Are young people involved in setting aims, objectives and outcomes?
- **Safety, boundaries and risk** – risk assessments for staff and young people, policies/procedures, professional boundaries/code of practice. Young people’s involvement.
- **Resources** – safety equipment/clothing for staff and young people, mobile phone, mobile internet access, information, other equipment identified.
- **Length of time to implement the plan** – should be SMART. Young people’s contribution.
- **Communication methods with young people** – face to face, social media and mobile phone.
- **Methods of engagement with young people** – groups, one to one and venue agreed.
- **Methods of engagement with the community** - might include engagement with community leaders, councillors, funders, police, families, faith organisations, partner agencies – statutory, voluntary, specialist, and schools. Young people’s engagement with the wider community.
- **A community audit/profile** – history of the area, other agencies, leisure facilities, education provision, local statistics/trends, NEET statistics, political landscape, maps – detailing areas that are unsafe and locations where young people congregate. Housing, health

provision, youth centres/projects, faith organisations, skate parks, parks, shops, shelters, employment opportunities.

- **Exit strategy** – plans for ending the work/project – both long term (planned) and mid-term (unplanned, early exit).
- **Evaluation** – part of NAOMIE, methods to be used, who will be involved, whose responsibility is it, young people’s participation in the evaluation process, who needs to see the evaluation, next steps.

Learning Outcome 6: Understand how organisational support structures are integral for detached and outreach youth work.

6.1 Explain how organisational support structures are important for:

- Professional practice – code of conduct, ethics, professional guidelines. Boundaries of engagement with young people.
- Quality assurance processes – range of indicators identified. Must be part of the organisations quality assurance process, use of impact statements, case studies, social impact, reduction in risky/anti- social behaviour, young people’s participation at all levels of the work. Quality assurance processes might also be directed by funders/commissioners requirements for monitoring, evaluation, target setting/target achievement.
- Organisational requirements - policies and procedures, insurance, funding, management, supervision framework, provision and maintenance of safety equipment for the youth workers.
- Young people – support structure in place for the safety of young people, organisation must ensure youth workers have the appropriate training, resources and equipment to undertake the work. Young people involvement, feedback, change in behaviour, number of young people engaged. Evidence of young people’s development.

Learning Outcome 7: Understand the process of recording detached and outreach youth work.

7.1 Describe the process of recording detached and outreach youth work.

Learners should refer to their organisations process framework including session recording sheets, young people’s participation in the recording process.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Detached and Outreach Youth Work – Practice

Unit Reference	J/506/9503
Level	3
Credit Value	3
Guided Learning Hours	6
Total Unit Time	30 (6GLH + 24 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to the practice of detached and outreach youth work. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.1) The learner can:
1. Be able to create a plan for detached and outreach youth work.	1.1. Create a plan for detached and outreach youth work to include: <ul style="list-style-type: none"> • the rationale for intervention • the evidence to support the rationale • aims, objectives and outcomes • resources • length of time to implement the plan • safety, boundaries and risk • communication methods with young people • methods for engaging with young people and the local community • how s/he would engage with the community

	<ul style="list-style-type: none"> • a community audit/profile • exit strategy • evaluation
2. Be able to implement a plan for detached and outreach youth work.	2.1. Use the plan developed in 1.1 detailing: <ul style="list-style-type: none"> • how initial contact was managed • communication with young people • child protection and confidentiality issues • how personal safety was maintained • how organisational procedures were maintained • engagement with the local community • how professional boundaries were maintained • how legislation impacted on practice
3. Be able to evaluate a plan for detached and outreach youth work.	3.1. Evaluate the plan developed in 1.1 detailing: <ul style="list-style-type: none"> • areas of sector leading practice • areas for improvement • future development plans • young people's feedback
4. Be able to record detached and outreach sessions.	4.1. Record detached and outreach sessions.
5. Be able to reflect on professional practice.	5.1. Critically reflect on own practice to include: <ul style="list-style-type: none"> • organisational support • areas of good practice • areas for future development

Supporting Unit Information

Detached and Outreach Youth Work – Practice (J/506/9503) – Level 3

Indicative Content

Learning Outcome 1: Be able to create a plan for detached and outreach youth work

Create a plan for detached and outreach youth work to include:

- **The Rationale for intervention** – how was the intervention identified, by whom, who are the target group? Are young people involved in determining the need?
- **The Evidence to support the rationale** – can be records of meetings, emails and young people’s comments/input.
- **Aims, objectives and outcomes** – could be set using NAOMIE. How are young people involved in setting aims, objectives and outcomes?
- **Resources** – safety equipment/clothing for staff and young people, mobile phone, mobile internet access.
- **Length of time to implement the plan** – should be SMART. Young people’s contribution.
- **Safety, boundaries and risk** – risk assessments for staff and young people, policies/procedures, professional boundaries/code of practice. Young people’s involvement.
- **Communication methods with young people** – face to face, social media and mobile phone.
- **Methods of engagement with young people and the local community** – groups, one to one and venue agreed: might include engagement with community leaders, councillors, funders, police, families, faith organisations, partner agencies – statutory, voluntary, specialist, and schools. Young people’s engagement with the wider community.
- **How s/he would engage with the community** – one to one contact, public meetings, email, use of social media, local newspaper, notice in library/public places, attending community events and arranging community engagement in local venues.
- **A community audit/profile** – history of the area, other agencies, leisure facilities, education provision, local statistics/trends, NEET

statistics, political landscape, maps – detailing areas that are unsafe and locations where young people congregate, housing, health provision, youth centres/projects, faith organisations, skate parks, parks, shops, shelters and employment opportunities.

- **Exit strategy** – plans for ending the work – both long term (planned) and mid-term (unplanned).
- **Evaluation** – part of NAOMIE, methods to be used, who will be involved, young people’s participation in the evaluation process, who is the evaluation for, next steps.

Learning Outcome 2: Be able to implement a plan for detached and outreach work.

2.1 Use the plan developed in 1.1 detailing:

- **How initial contact was managed** – evidence can be: records of meetings/emails, phone calls, witness statements from colleagues/contacts/young people, workplace observation by assessor.
- **Communication with young people** – evidence can be: records of meetings with young people, emails, media, and social media (could use screen shots from cameras, phone), and witness statements from young people/colleagues, workplace observation by assessor.
- **Child protection and confidentiality issues** – evidence can be: description of the learner’s role/responsibilities regarding child protection and confidentiality. How the learner applied those responsibilities. Confidentiality protocols. Records of any incidents happening during the work.
- **How personal safety was maintained** – evidence can be: items of equipment used –appropriate clothing/warm weather/cagoules etc., ID card, mobile phone, torch, map, note pad/pen, emergency phone contact, personal security alarm. Risk assessments carried out, personal safety training, leaving details of location etc. with colleague/office based manager etc.
- **How organisational procedures were maintained** – description of the procedures and how they were used during the work.
- **Engagement with the local community** – evidence can be: records of one to one contact, public meetings, email, use of social media, local newspaper, notice in library/public places, attending community events, arranging community engagement in local venues.

- **How professional boundaries were maintained** – evidence can be: a case study of how boundaries were maintained, witness statements from colleagues, workplace observations by assessor.
- **How legislation impacted on practice** – evidence can be: description of the legislation applicable to the work and how it affected the work – was it supportive? Were there ethical issues?

Learning Outcome 3: Be able to evaluate a plan for detached and outreach work.

3.1 Evaluate the plan in 1.1 detailing:

- **Areas of sector leading practice** – Evidence can be: examples of good practice, by whom? Who was involved? Positive outcomes, indicators met.
- **Areas for improvement** – evidence can be: an analysis of the work identifying areas where improvement could be made and how plans could be adapted in future.
- **Future development plans** – evidence can be: areas identified for development, how to access further funding to develop the work, future partners and young people’s on-going needs/support.
- **Young people’s feedback** – evidence can be: how young people were involved in the evaluation process, the methods used to get feedback from young people – one to one, questionnaires, use of social media, online surveys, and group feedback.

Learning Outcome 4: Be able to record detached and outreach sessions.

4.1 Record detached and outreach sessions.

Evidence should be drawn from the session recording sheets, feedback from young people and the wider community, monitoring and evaluation records.

Learning Outcome 5: Be able to reflect on professional practice.

5.1 Critically reflect on own practice to include:

- Organisational support
- Areas of good practice
- Areas for future development

Learners should undertake a critical analysis of their work based on the headings – can include a reflective log/diary, personal statement, supervision/appraisal documents, witness statements.

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.

All learners will need to have completed the level 3 Detached and Outreach Youth Work – Understanding and Knowledge before undertaking this unit or provide evidence to support that that learning has taken place.

The delivery of this unit must be linked with the real work environment. **Learners will need to be working or on placement as a detached or outreach worker which is where the majority of the learning and assessment will take place.**

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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- 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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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)
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- witness evidence in the form of observation reports, etc
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Additional Information

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- Assessment Guidance
- ERR Workbook

Understanding Exchange Programmes in a Youth Work Setting

Unit Reference	F/506/9208
Level	3
Credit Value	5
Guided Learning Hours	24
Total Unit Time	50 (24GLH + 26 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to understanding exchange programmes in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 7) The learner will:	Assessment Criteria (1.1 to 7.1) The learner can:
1. Understand the role and purpose of exchange programmes.	1.1. Evaluate the role and purpose of exchange programmes.
2. Understand the application of reflective practice to exchange programmes.	2.1. Analyse the benefits of reflective practice. 2.2. Assess ways to apply reflective practice to own situation.
3. Understand professional	3.1. Explain what is meant by professional practice.

<p>practice when working with young people in exchange programmes.</p>	<p>3.2. Identify key factors that encourage respect for young people’s diversity and social inclusion.</p> <p>3.3. Identify key factors that promote young people’s right to make their own decisions and choices.</p> <p>3.4. Identify key factors that ensure the welfare and safety of young people.</p> <p>3.5. Explain the importance of accountability.</p> <p>3.6. Explain the importance of recognising the boundaries between personal and professional life.</p> <p>3.7. Analyse the impact of challenges to own professional practice.</p>
<p>4. Understand child protection and health and safety policy and practice in relation to school and youth exchange programmes.</p>	<p>4.1. Explain the principles of child protection in relation to exchange programmes.</p> <p>4.2. Explain measures that are needed to ensure child protection.</p> <p>4.3. Explain the principles of Health and Safety policy in relation to exchange programmes.</p> <p>4.4. Explain the measures that are needed to ensure the health and safety of participants.</p>
<p>5. Understand the process of planning and designing exchange programmes.</p>	<p>5.1. Explain the management of the financial, physical and human resources of exchange programmes.</p> <p>5.2. Explain ways to ensure the participation of young people on a programme.</p> <p>5.3. Explain how to address the views, needs and concerns of participants.</p> <p>5.4. Describe:</p>

	<ul style="list-style-type: none"> • the responsibilities of leaders • facilitation roles • partnership working methods
6. Understand the skills required to facilitate an exchange programme with a partner organisation.	<p>6.1. Evaluate the skills required to carry out facilitation and partnership roles.</p> <p>6.2. Explain the skills required for facilitation, co-facilitation and working in partnership within an exchange programme.</p> <p>6.3. Explain the implications of different working practices between formal and informal education sectors in the context of exchange programmes.</p>
7. Understand appropriate methods of evaluating exchange programmes.	<p>7.1. Assess methods of evaluating exchange programmes.</p>

Supporting Unit Information

Understanding Exchange Programmes in a Youth Work Setting
(F/506/9208) – Level 3

Indicative Content

Learning Outcome 1: Understand the role and purpose of exchange programme

1.1 Evaluate the role and purpose of exchange programmes.

May include: international exchanges or exchanges within the UK, regional or local. Outcomes for young people and youth workers may include: personal development, skills development, communication skills, learning a new language, team/group work, understanding of other cultures – nationally and globally, political education, financial planning, self-development (values, attitudes, feelings, understanding and knowledge), community living, home visits/stays, experiencing different foods, lifelong memories, relationship building, independence.

Learning Outcome 2: Understand the application of reflective practice to exchange programmes

2.1 Analyse the benefits of reflective practice.

Reflection is:

'A process reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice'. Reid 1993

Benefits may include: better practice and improved outcomes for young people, key principle of professionalism, underpinned by the Core Values of Youth Work, aids professional development, ensures ethical practice, part of the evaluation process, and understanding of actions and identifying areas for future action, aids accountability.

2.2 Assess ways to apply reflective practice to own situation.

Learners should consider the methods they use for reflective practice as a youth work practitioner and identify other methods that may help them to

be reflective practitioners. May include: Self – reflection, peer reflection, supervision, using feedback, reflective journals/logs, mind mapping. Gibbs Reflective Cycle 1988: Description (what happened), Feelings, Evaluation, Analysis, Conclusion and Action Plan.

Learning Outcome 3: Understand professional practice when working with young people in exchange programmes

3.1 Explain what is meant by professional practice.

Set of values underpinning the work – organisational policies and national i.e. Professional Principle for Youth Workers (NYA Code of Ethics):

- Recognise the boundaries between personal and professional life
- Recognise the need to be accountable to young people
- Develop and maintain the required skills and competence
- Work for conditions in employing agencies where these principles are discussed, evaluated and upheld

3.2 Identify key factors that encourage respect for young people’s diversity and social exclusion

See paragraph below for indicative content

3.3 Identify key factors that promote young peoples right to make their own decisions and choices

See paragraph below for indicative content

3.4 Identify key factors that ensure the welfare and safety of young people - see below.

Learners should refer to their organisational policies/procedures in addition to the LLUK Core Values and Principles –

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

3.5 Explain the importance of accountability.

Accountability – being responsible for your own work and taking responsibility for your actions.

3.6 Explain the importance of recognising the boundaries between personal and professional life.

Need to keep a work/life balance, maintain personal and professional principles.

3.7 Analyse the impact of challenges to own professional practice.

May include: may be critical or positive, improves practice, needs to be done in a positive/constructive manner, can harm relationships, might be seen as unfair criticism, opportunity to reflect and take action.

Learning Outcome 4: Understand child protection and health and safety policy and practice in relation to school and youth exchange programmes

4.1 Explain the principles of child protection in relation to exchange programmes.

See paragraph below for indicative content

4.2 Explain measures that are needed to ensure child protection

National legislation and local organisational policies on safeguarding/child protection will apply at all times. Organisational policies and guidelines on trips/residentials/exchange programmes will apply. All staff/volunteers will be DBS checked, the roles and responsibilities of all staff/volunteers need to be clearly understood. If a mixed gender group ensure male and female staff are accompanying them. Ensure staff/volunteers have appropriate child protection training. Have a nominated member of staff as the child protection lead. Ensure the young people are aware of the child protection procedure. If the exchange involves home visits/stays ensure that host families have been checked by partner organisations. Young person/adult ratio should be assessed at the planning stage of the exchange – Safe Network recommends 1 adult to 10 young people aged 13 – 18 years **but** learners should comply with local guidelines especially if the exchange is

overseas. Risk assessments undertaken of the exchange programme including risk assessment of young people.

4.3 Explain the Health and Safety policy in relation to exchange programmes.

See paragraph below for indicative content

4.4 Explain the measures that are needed to ensure the health and safety of participants.

National legislation and local organisational policies on health and safety will apply at all times. Organisational policies and guidelines on trips/residentials/exchange programmes will apply.

Measures may include: checking the health and safety policies of partner organisations, pre-visit to the venue(s), ensuring transport used meets guidelines, having appropriate staff/young people ratio in place, code of conduct/behaviour agreed with young people, risk assessments undertaken, parental consent and health information/next of kin contact details records, having a member of staff as the health and safety lead, ensure appropriate insurance cover is in place.

Learning Outcome 5: Understand the process of planning and designing exchange programmes

5.1 Explain the management of the financial, physical and human resources of the exchange programme.

May include: financial planning, funding and grant applications, accounting procedures, need to work within organisational guidelines. Establish partnerships with other organisations. Defining roles and responsibilities for staff. Understanding relevant legislation and policies. Ensuring risk assessments are done. How young people are involved in the planning etc. of the programme. Keeping records of young peoples personal details. Ensure staff training. Reporting procedures. Contact with families. Equipment and resources needed.

5.2 Explain ways to ensure the participation of young people on a programme.

Participation and active involvement of young people is one of the Core Values of Youth Work. Listen to young people needs and concerns and actively address them. Young people should be actively involved in the planning, design, working with partners, research, training, having specific responsibilities and the evaluation of the programme.

5.3 Explain how to address the views, needs and concerns of participants.

Young people being fully involved in the planning of the programme will enable them to express their views, needs and concerns and address them as part of the participation and empowerment process.

5.4 Describe:

a) the responsibilities of leaders – overall management, common understanding, working with legislative and local policies/guidelines, health and safety, safeguarding, involvement of young people, training, liaising with partners, check accommodation, screen host families, be aware of their Duty of Care, understand emergency procedures, meet regularly as a management team, have good record keeping systems, develop strong, healthy working relationships.

b) facilitation roles – individual roles and responsibilities and style of leadership

c) partnership working methods – understand the nature of the partnership organisation and its legitimacy, shared language, communication methods, policies/guidelines, the mission statement/values of the partner organisation.

Learning Outcome 6: Understand the skills required to facilitate an exchange programme with a partner organisation

6.1 Evaluate the skills required to carry out facilitation and partnership roles.

See paragraph below for indicative content

6.2 Explain the skills required for facilitation, co-facilitation and working in partnership within an exchange programme.

Skills may include: organisational abilities, openness, self-awareness, research, communication, leadership, management, knowledge of appropriate legislation, presentation skills, and cultural awareness.

6.3 Explain the implications of different working practices between formal and informal sectors in the context of exchange programmes.

Consider: clash of working cultures, lack of understanding of either party, undermine the viability of the programme, lack of consistency for all parties involved, need to match the ethos of both partners for a successful relationship, need to establish a common agreement, agree ground rules to ensure consistency, agree shared monitoring and evaluation methods and who is responsible for which element.

Learning Outcome 7: Understand appropriate methods of evaluating exchange programmes

7.1 Assess methods of evaluating exchange programmes.

Learners should consider the range of evaluation techniques used in evaluating exchange programmes.

May include: Pre-set by funders and /or organisations or partners, monitoring arrangements, evaluation with young people, planned outcomes of the programme and if they were met, daily meetings of the staff team, formal/informal methods used, questionnaires, digital evaluation methods.

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:

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- Have a sound understanding of the National Occupational Standards for Youth Work;
- Have a sound understanding of the requirements for competency based assessment;
- 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 understanding 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

Implementing Exchange Programmes in a Youth Work Setting

Unit Reference	M/506/9236
Level	3
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 implementing exchange programmes in 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 plan an exchange programme.	1.1. Create a plan for a youth exchange programme that has clear learning objectives. 1.2. Explain how the programme created meets the organisation's youth work objectives.
2. Be able to implement an exchange programme.	2.1. Explain the purpose of a specific exchange programme. 2.2. Implement a planned exchange programme.

	<p>2.3. Manage the financial, physical and human resources of an exchange programme.</p> <p>2.4. Negotiate the participation of young people in an exchange programme.</p> <p>2.5. Risk assess the health and safety and child protection issues of an exchange programme.</p> <p>2.6. Describe the responsibilities of group leaders as facilitators working in partnership.</p> <p>2.7. Evaluate own role within the partnership.</p> <p>2.8. Evaluate the effectiveness of intercultural learning in an exchange programme.</p>
<p>3. Be able to support the participation of young people in the planning and implementation of an exchange programme.</p>	<p>3.1. Identify key factors to involve young people at all stages of an exchange programme.</p> <p>3.2. Assess how the professional ethics, principles and practice approaches involved in working with young people are applied during an exchange programme.</p> <p>3.3. Identify how an exchange programme can address the views, needs and concerns of young people.</p> <p>3.4. Explain how and why facilitation roles and participative techniques are used.</p> <p>3.5. Assess likely learning outcomes for young people involved in an exchange programme.</p>
<p>4. Be able to evaluate an exchange programme.</p>	<p>4.1. Evaluate an exchange programme.</p> <p>4.2. Evaluate the role of reflective learning in the implementation of an exchange programme.</p>

Supporting Unit Information

Implementing Exchange Programmes in a Youth Work Setting
(M/506/9236) – Level 3

Indicative Content

The evidence for this unit must come from the learners direct youth work practice in planning, managing, delivering and evaluating an exchange programme.

Learning Outcome 1: Be able to plan an exchange programme

1.1 Create a plan for a youth exchange programme that has clear learning objective.

See paragraph below for indicative content

1.2 Explain how the programme created meets the organisations youth work objectives.

See paragraph below for indicative content

and

2.1 Explain the purpose of a specific exchange programme.

Learners could evidence these assessment criteria holistically demonstrating the rationale and purpose of the exchange programme; clearly identifying the learning objectives and how these meet the organisations youth work objectives.

Learning Outcome 2: Be able to implement an exchange programme

2.2 Implement a planned exchange programme.

Learners should evidence that they have implemented the programme.

2.3 Manage the financial, physical and human resources of an exchange programme.

Learners should demonstrate how they have managed the programme - this could also include a range of types of evidence including personal statements, assessor observations, witness statements, work product, digital recordings.

2.4 Negotiate the participation of young people in an exchange programme.

Learners must demonstrate how they encouraged young people to take part in the programme.

2.5 Risk assess the health and safety and child protection issues of an exchange programme.

Evidence will be the risk assessment documents and any relevant reports/work product.

2.6 Describe the responsibilities of group leaders as facilitators working in partnership.

Learners must evidence how colleagues were involved in the programme, their roles and responsibilities and the skills they needed.

2.7 Evaluate own role within the partnership.

Learners should reflect and evaluate their role/contribution identifying strengths and areas for possible development.

2.8 Evaluate the effectiveness of intercultural learning in an exchange programme.

This assessment criterion could be holistically evidenced by including it in the evidence for Learning Outcome 4 in the overall evaluation of the programme.

Learning Outcome 3: Be able to support the participation of young people in the planning and implementation of an exchange programme

3.1 Identify key factors to involve young people at all stages of an exchange programme.

Learners should evidence the drivers for involving young people in the design, delivery and evaluation of the programme. Key factors should include the Core Values of Youth Work, organisational policy and guidelines.

3.2 Assess how the professional ethics, principles and practice approaches involved in working with young people are applied during an exchange programme.

Learners should refer to the NYA Code of Ethics and the LLUK Statement on the Principles and Practice of youth Work and their own organisations principles/practice.

3.3 Identify how an exchange programme can address the views, needs and concerns of young people.

Learners should identify what the specific views, needs and concerns of the young people were, how they were determined (needs analysis), how these were built into the design and delivery of the programme and how they were met.

3.4 Explain how and why facilitation roles and participative techniques are used.

Learner's should identify and explain the facilitation roles and participative techniques used on the programme.

3.5 Assess likely learning outcomes for young people involved in an exchange programme.

Outcomes may include personal development, skills development, communication skills, learning a new language, team/group work, understanding of other cultures – nationally and globally, political education, self-development (values, attitudes, feelings, understanding and knowledge), community living, home visits/stays, experiencing different foods.

Learning Outcome 4: Be able to evaluate an exchange programme

4.1 Evaluate an exchange programme.

See paragraph below for indicative content

4.2 Evaluate the role of reflective learning in the implementation of an exchange programme.

The learner should undertake an evaluation of the exchange programme as evidence for this learning outcome.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Facilitate the Learning and Development of Young People through Mentoring

Unit Reference	J/506/9209
Level	3
Credit Value	4
Guided Learning Hours	20
Total Unit Time	40 (20GLH + 20 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to facilitating the learning and development of young people through mentoring. Learners must have access to a real work environment.
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.2) The learner can:
1. Understand how to facilitate the learning and development needs of young people through mentoring.	1.1. Explain the interpersonal and communication skills required to facilitate the learning and development needs of young people. 1.2. Explain how different styles and methods of mentoring impact on the learning and development of young people.
2. Understand the mentoring process.	2.1. Explain the stages of a typical mentoring relationship.

	2.2. Clarify the records that need to be kept regarding an on going mentoring relationship.
3. Be able to support young people to address their individual learning and development needs.	<p>3.1. Support young people to express their goals and aspirations.</p> <p>3.2. Support young people to identify ways of removing barriers to achievement.</p> <p>3.3. Develop a personal action plan to address individual learning and development needs of young people.</p>
4. Be able to promote the wellbeing, resilience and achievement of young people through mentoring.	<p>4.1. Explain the importance of promoting the wellbeing, resilience and achievement of young people through mentoring.</p> <p>4.2. Demonstrate mentoring strategies and activities with young people that support their wellbeing and resilience.</p>
5. Understand the boundaries of a mentoring relationship.	<p>5.1. Explain the importance of a formal agreement for a mentoring relationship.</p> <p>5.2. Assess the importance of mentoring guidelines.</p> <p>5.3. Analyse potential ethical issues that may arise.</p> <p>5.4. Summarise situations when mentees may benefit from being referred to other professionals.</p>
6. Be able to review the effectiveness of the mentoring process.	6.1. Assess the progress of young people against their action plans, suggesting improvements.

	6.2. Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual young people.
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Supporting Unit Information

Facilitate the Learning and Development of Young People through Mentoring (J/506/9209) – Level 3

Indicative Content

Learning Outcome 1: Understand how to facilitate the learning and development needs of young people through mentoring

1.1 Explain the interpersonal and communication skills required to facilitate the learning and development of young people

Skills can include: organisational skills, empathy, building rapport/developing trusting relationships with the mentee, reflection, guidance, consistent feedback, self-awareness, non-judgemental approach, negotiation, constructive approach to challenging behaviour, problem solving, inventiveness, motivation, time-management, communication skills -active listening, reflection, verbal communication, effective speaking, non-verbal communication, clarification, questioning skills.

1.2 Explain how different styles and methods of mentoring impact on the learning and development of young people

Learners should research the different styles and methods of mentoring, including learning styles and relate the theory to their youth work practice.

Styles can include; Kolb, teaching and learning cycle, Honey and Munford, VARK, learning styles analysis, Phil Race, Clutterbuck 2001 (Everyone needs a Mentor), Manza & Patrick (The mentors Field Guide), peer mentoring, reciprocal mentoring, formal, informal, situational, action mentoring, types of delivery/facilitation – Heron’s 6 Category Interventions.

Learning Outcome 2: Understand the mentoring process

2.1 Explain the stages of a typical mentoring relationship

Learners should explain the stages of the type of mentoring process they use with examples from their youth work practice

2.2 Clarify the records that need to be kept regarding an on-going mentoring relationship

Learners should refer to the record keeping required by their organisation/agency.

May include: personal information, learning/mentoring contract, action planning, goal setting, target dates, development plans, record of contact and agreed targets, review dates, evaluation records.

Learning Outcome 3: Be able to support young people to address their individual learning and development needs

3.1 Support young people to express their goals and aspirations

See paragraph below for indicative content

3.2 Support young people to identify ways of removing barriers to achievement

Barriers can be – limited resources, access to resources, lack of motivation, anxieties, disabilities/learning difficulties, poor formal education experience, lack of self-belief, poor self-esteem.

3.3 Develop a personal action plan to address individual learning and development.

This is a competency based learning outcome. Evidence must come from the learners youth work practice demonstrating how they have supported young people to address their learning and development needs, remove barriers and develop individual young peoples action/development plans and how these have been reviewed/ revised with the young people. Evidence can be in the form of case studies, workplace observations, witness statements, work product.

Learning Outcome 4: Be able to promote the wellbeing, resilience and achievement of young people through mentoring

4.1 Explain the importance of promoting the wellbeing, resilience and achievement of young people through mentoring

See paragraph below for indicative content

4.2 Demonstrate mentoring strategies and activities with young people that support their wellbeing and resilience.

These are competency based learning outcomes. Evidence must come from the learners youth work practice demonstrating how they have supported young people to address their learning and development needs, remove barriers and develop individual young people's action/development plans and how these have been reviewed/ revised with the young people.

Learners should demonstrate how they have promoted the wellbeing, resilience and the achievement of the young people they support and the strategies and activities they used to achieve this.

Evidence can be in the form of case studies, workplace observations, witness statements, work product, media, and professional discussion.

Learning Outcome 5: Understand the boundaries of a mentoring relationship

5.1 Explain the importance of a formal agreement for a mentoring relationship

The boundaries and any formal agreement must involve the input of both the mentee and the mentor. An agreement establishes the nature of the relationship between mentor and mentee, ground rules can be agreed, framework for the type of support the young people think they need agreed, respective responsibilities, setting a time framework, expectations agreed, length of meetings set, arrangements for cancellations, agreements should be regularly reviewed and changes made if required and agreed.

5.2 Assess the importance of mentoring guidelines

Guidelines offer structure, a framework, formal contract/agreement. May be established in organisational guidelines/expectations.

5.3 Analyse potential ethical issues that may arise

Confidentiality, information sharing, working within professional boundaries, safeguarding, being young person centred v personal, working within organisational code of conduct/boundaries.

5.4 Summarise situations when mentees may benefit from being referred to other professionals.

Learners should provide evidence from their youth work practice

Learning Outcome 6: Be able to review the effectiveness of the mentoring process

6.1 Assess the progress of young people against their action plans, suggesting improvements

Please see paragraph below 6.2 for indicative content

6.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual young people.

Evidence should come from the learners youth work practice as a mentor – case studies, review/evaluation records, statements from the young people, learners supervision notes/appraisal, work product, peer testimonies.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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.

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Additional Information

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- Assessment Guidance
- ERR workbook

Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy

Unit Reference	A/506/9210
Level	3
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 supporting young people in relation to sexual health and risk of pregnancy. Learners must have access to a real work environment.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.4) The learner can:
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy.	<p>1.1. Explain the issues affecting young people in relation to sexual health and risk of pregnancy.</p> <p>1.2. Identify factors which could affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy.</p> <p>1.3. Explain how the factors identified could affect young people's decision-making relating to sexual activity, health and pregnancy.</p>

	<p>1.4. Explain the social, health, emotional and educational risk factors associated with early sexual activity or teenage pregnancy.</p>
<p>2. Understand how to support young people in relation to sexual health and risk of pregnancy.</p>	<p>2.1. Describe sources of information, guidance and support regarding sexual health and risk of pregnancy available to young people.</p> <p>2.2. Explain how to support young people to identify their needs and priorities.</p> <p>2.3. Describe the codes of practice, relevant professional guidance and organisational policies relevant to this area of Youth Work.</p> <p>2.4. Explain the importance of adhering to policies and guidelines with regard to professional conduct, confidentiality and gaining consent.</p>

Supporting Unit Information

Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy (A/506/9210) – Level 3

Indicative Content

Learning outcome 1: Understand the issues affecting young people in relation to sexual health and risk of pregnancy

1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy.

Peer pressure, media influence, consensual relationships, lack of access to education regarding sexual health (SRE), readiness for sexual activity, confidentiality, knowledge and access to contraception, C-Card, (emergency contraception), parental issues, sexually transmitted infections, potential risk of pregnancy.

1.2 Identify factors which could affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy

See paragraph below for indicative content

1.3 Explain how the factors identified could affect young people's decision-making related to sexual activity, health and pregnancy

Factors can be: Physical, social, psychological and emotional development. Personal maturity/adolescent development, emotional and mental health and well-being, age, culture, faith, personal values and beliefs, families/parents values and influence and being in care.

1.4 Explain the social, health, emotional and educational risk factors associated with early sexual activity or teenage pregnancy

Risk factors can include: early sexual activity impact on health, poor contraceptive use, low educational achievement, disengagement from school/education, poor mental health, previous birth or termination, substance misuse and its impact on unborn baby, parental attitudes, homelessness, financial issues and welfare rights.

Learning Outcome 2: Understand how to support young people in relation to sexual health and risk of pregnancy

2.1 Describe sources of information, guidance and support regarding sexual health and risk of pregnancy available to young people

Learners should evidence research of local and national organisations (public and third sector) that support young people in relation to sexual health and risk of pregnancy. This should include the name of the organisation/agency; key contact details, referral protocol and a description of its services.

2.2 Explain how to support young people to identify their needs and priorities

Can include: One to one support, group support, issue based workshops that are designed, delivered and evaluated with young people, empower young people to make informed choices and decisions, provide access to suitable and age appropriate information/leaflets/websites in the youth work setting. Must be non-judgemental and able to separate own views, values and attitudes on issues.

Learners should evidence how they have supported young people within their own youth work practice.

2.3 Describe the codes of practice, relevant professional guidance and organisational; policies relevant to this area of Youth Work

Understanding of the youth workers role and remit in regard to their organisations policies and procedures, code of practice, professional guidance and legal framework in relation to working with young people on sexual health and those at risk of pregnancy.

2.4 Explain the importance of adhering to policies and guidelines with regard to professional conduct, confidentiality and gaining consent

Can include: risk of not adhering to legal frameworks and organisational policies and procedures – disciplinary action, possible termination of employment. Loss of trust of young people, poor perception of the youth work organisation/provision by other agencies, young people, and community.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People who are Asylum Seekers

Unit Reference	F/506/9211
Level	3
Credit Value	3
Guided Learning Hours	23
Total Unit Time	30 (23GLH + 7 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are asylum seekers. Learners must have access to a real work environment.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.3) The learner can:
1. Understand the issues affecting young people who are asylum seekers.	<p>1.1. Describe the issues which may affect the daily lives of young people who are asylum seekers.</p> <p>1.2. Explain the impact of the broader social and legal environment on the needs of young asylum seekers.</p>
2. Understand how to support young people who are asylum seekers.	<p>2.1. Describe the information, advice, agencies, charities and support services which are available to asylum seekers.</p> <p>2.2. Support young people to identify their concerns, priorities and realistic options.</p>

	<p>2.3. Describe how to encourage young people to consider their options for daily life, identifying potential obstacles and how to address them.</p>
<p>3. Know about the statutory and legal frameworks in relation to young people who are asylum seekers.</p>	<p>3.1. Describe the statutory and legal frameworks for protecting the rights of young people who are asylum seekers.</p> <p>3.2. Describe the stages of the legal process for asylum seekers including the process for applications for children and the appeal process.</p> <p>3.3. Explain how to give support to asylum seekers, balancing the interests of the young person, inherent risks and any legal duties of care.</p>

Supporting Unit Information

Support Young People who are Asylum Seekers (F/506/9211) – Level 3

Indicative Content

Learning Outcome 1: Understand the issues which may affect the daily lives of young people who are asylum seekers

1.1 Describe the issues which may affect the daily lives of young people who are asylum seekers

See paragraph below for indicative content

1.2 Explain the impact of the broader social and legal environment on the needs of young asylum seekers

Physical: health care (may have been travelling for a significant amount of time and be suffering from disease, dental problems, nutrition (maybe malnourished on arrival in the UK, British food will be strange) clothing (may have limited clothing due to long-term travel, clothing will be needed according to change in climate in Britain, need for dental treatment. Access to suitable housing/accommodation.

Psychological/emotional: missing family/siblings if unaccompanied minors, post-traumatic stress from travel, abuse, violence and persecution, experience of war-torn conditions, loss/death of family, stigma, subject to prejudice or racial harassment. Legal issues – asylum claim/awaiting decisions that can take months to process, fear of detention/failed asylum application.

Financial: need access to financial support/welfare

Social: cultural problems, language barriers, access to education and training, religion/faith needs, access to legal support/advice, literacy support.

Learning Outcome 2: Understand how to support young people who are asylum seekers

2.1 Describe the information, advice, agencies, charities and support services which are available to asylum seekers

Learners could research the local, regional and national organisations that provide information for asylum seekers and youth workers who may be supporting them. This would include the type of organisation, what it offers (e.g. interpreter service) contact names/address/website, cost and how accessible it is for young asylum seekers to access.

2.2 Support young people to identify their concerns, priorities and realistic options

See paragraph below for indicative content

2.3 Describe how to encourage young people to consider their options for daily life, identifying potential obstacles and how to address them.

Evidence must come from the learners youth work practice identifying how they have supported and encouraged young people to identify their concerns, priorities and realistic options. What did they do, how, what methods were used, how was it recorded and reviewed?

Additional evidence could be witness statements, assessor workplace observations, records, work product.

Learning Outcome 3 Know about the statutory and legal frameworks for protecting the rights of young people who are asylum seekers

3.1 Describe the statutory and legal frameworks for protecting the rights of young people who are asylum seekers

See paragraph below 3.3 for indicative content

3.2 Describe the stages of the legal process for asylum seekers including the process for applications for children and the appeal process

See paragraph below 3.3 for indicative content

3.3 Explain how to give support to asylum seekers, balancing the interests of the young person, inherent risks and any legal duties of care

Trainers/assessors should ensure that they have current knowledge on the legislation/legal issues for young asylum seekers as they are subject to review and change.

A knowledge of the following should be demonstrated:
Children's Acts 1989 and 2004,

UN Convention on the Rights of the Child and Articles 2, 3, 5 and 8 of the European Convention of Human Rights

Local Authority Children's Services policies/procedures

Duty of Care – adults/volunteers in charge of young people are considered to be in "loco-parentis". They have a duty of care towards the young people and a common-law duty to act as a reasonable parent would in similar circumstances.

Rights of young asylum seekers to access health care, registering with a GP/Dentist. Access to Education/training opportunities and legal aid/financial support.

Knowledge of their own organisations role and its service and how they relate to other organisations

Useful contacts are: UK Border Agency, Children's Legal Centre,
www.safenetwork.org.uk www.gov.uk/asylum-support
www.englishshelter.org.uk

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People to Achieve their Learning Potential

Unit Reference	T/506/9500
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people to achieve their learning potential. Learners must have access to a real work environment.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.6) The learner can:
1. Understand legislation and policies that affect young people's education and learning.	<p>1.1. Describe legislation that affects young people's access to education and learning opportunities.</p> <p>1.2. Explain how policies have influenced access to learning opportunities for young people.</p>
2. Be able to support young people to learn and achieve.	<p>2.1. Support young people to recognise how their interests, talents and abilities can help them to learn.</p> <p>2.2. Support young people to build on their interests, talents and abilities.</p>

<p>3. Know how to work with others to support young people to achieve learning outcomes.</p>	<p>3.1. Explain the importance of engaging parents and carers in young people’s learning.</p> <p>3.2. Identify key professionals who support young people’s learning.</p> <p>3.3. Describe the roles of key professionals in supporting young people’s learning.</p> <p>3.4. Explain the importance of effective communication between those involved in young people’s learning.</p>
<p>4. Be able to work with young people to make the most of learning opportunities.</p>	<p>4.1. Engage with young people to set and monitor progress towards goals and targets.</p> <p>4.2. Support young people’s learning activities.</p> <p>4.3. Support young people to address their barriers to learning.</p> <p>4.4. Support young people so that they can transfer their learning to other areas of their lives.</p> <p>4.5. Provide young people with positive feedback to celebrate their achievements.</p> <p>4.6. Work with young people to evaluate their learning.</p>

Supporting Unit Information

Support Young People to Achieve their Learning Potential (T/506/9500) – Level 3

Indicative Content

Learning Outcome 1: Understand legislation and policies that affect young peoples education and learning

1.1 Describe legislation that affects young people’s access to education and learning.

Relevant legislation should apply to home nation.

Trainers/assessors should ensure they check changes and updates to legislation.

Legislation: Education Act 2002. Children’s Act 2004. Child Care Act 2006. Apprenticeship Act 2009. United Nations Convention of the Rights of the Child – Articles: 19, 23, 24, 28, 29, and 30. Equality Act 2010.

Learners should also refer to local and organisational policies that affect young people’s education and learning (Equal Opportunities, SEN policies).

1.2 Explain how policies have influenced access to learning opportunities for young people.

The learner should evidence that they have researched the influence policies have had – this can be locally or nationally. The research should be referenced. The learner should give examples from their professional practice.

Learning Outcome 2: Be able to support young people to learn and achieve

2.1 Support young people to recognise how their interests, talents and abilities can help them to learn.

See paragraph below for indicative content

2.2 Support young people to build on their interests, talents and abilities.

Evidence should come from direct youth work practice in the workplace. The learner's assessor can observe this learning outcome. The learner should demonstrate how they have supported young people to recognise their learning and how they have helped them build/ develop their interests, talents and abilities. This can include:

- Undertaking a learning styles 'audit'/questionnaire with the young people they are supporting
- The methods/strategies used to help young people identify their learning
- The way youth work can help young people to develop their interests, talents and abilities.
- Goal setting – development plans
- Identification of resources needed
- Signposting to specialist support
- Activities in the youth work setting that can be adopted to support the young people

Learning Outcome 3: Know how to work with others to support young people to achieve learning outcomes.

3.1 Explain the importance of engaging parents and carers in young people's learning.

Can include:

- Parents/carers feel valued and included
- Parents can inform the youth worker about the young person
- Share information
- Share in decision making
- The youth worker might be able to advocate on the young persons behalf
- Can be supportive of the young persons goals/needs in the home
- Ensure that family/cultural values, beliefs are known and respected

3.2 Identify key professionals who support young people's learning.

See paragraph below for indicative content

3.3 Describe the roles of key professionals in supporting young people's learning.

Learners must identify the key professionals and describe their role in supporting young peoples learning

May include:

- School teaching staff – Head of Year/Pastoral Support/Subject teachers
- Learning Support staff
- Youth Workers
- Educational Psychologist
- SENCO
- Teaching Assistants
- Social Workers
- CHAMS
- Key Worker

3.4 Explain the importance of effective communication between those involved in young people’s learning.

May include:

- Builds trust
- Everyone working towards the same agenda
- Being young person centred
- Share information
- Identify barriers and ways to reduce them
- Use of active listening skills, awareness of body language, using open questioning techniques, appropriate language
- Should be non-judgemental
- Awareness of any cultural influences
- Shares the burden – make shared decisions
- Identify key professionals
- See things from a different perspective
- Develop a rapport
- Identify goals based on the young persons needs

Learning Outcome 4: Be able to work with young people to make the most of learning opportunities

4.1 Engage with young people to set and monitor progress towards goals and targets.

See paragraph below 4.6 for indicative content

4.2 Support young people's learning activities.

See paragraph below 4.6 for indicative content

4.3 Support young people to address their barriers to learning (can be poor literacy/numeracy/IT skills, lack of parental support, peer pressure, low self-esteem, lack of resources or lack of funding).

See paragraph below 4.6 for indicative content

4.4 Support young people so they can transfer their learning to other areas of their lives.

See paragraph below 4.6 for indicative content

4.5 Provide young people with positive feedback to celebrate their achievements.

See paragraph below 4.6 for indicative content

4.6 Work with young people to evaluate their learning.

The learner's assessor can observe all of the assessment criteria for this learning outcome in the workplace

The learner should provide evidence from their direct work practice (this can be in the form of a case study) to demonstrate how they have met each of the assessment criteria while working with young people.

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) stipulates 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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People who are Looked After or are Leaving Care

Unit Reference	H/506/9184
Level	3
Credit Value	3
Guided Learning Hours	23
Total Unit Time	30 (23GLH + 7 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are looked after or are leaving care. 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 the issues affecting young people who are looked after or leaving care.	1.1. Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care. 1.2. Explain the key factors that may be relevant to the needs of young people who are looked after or leaving care.
2. Be able to support young people who are looked after or leaving care.	2.1. Describe the sources of information and support services which are available to support young people who are looked after or leaving care.

	<p>2.2. Support young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices.</p> <p>2.3. Support young people to maintain positive relationships and contact with family, carers and/or significant others.</p>
<p>3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care.</p>	<p>3.1. Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care.</p> <p>3.2. Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.</p>

Supporting Unit Information

Support Young People who are Looked After or are Leaving Care
(H/506/9184) – Level 3

Indicative Content

Learning Outcome 1: Understand the issues affecting young people who are looked after or are leaving care

Learners should provide evidence from their youth work practice to support the following assessment criteria.

Independent research sources should be referenced.

1.1 Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care

Issues may include: instability, lack of positive adult role models, depression and other mental health issues, physical health and well-being, difficulty in forming and maintaining relationships, social isolation, loneliness, under achievement educationally, unemployment, unstable career patterns, high level of dependency, access to finance/welfare benefits, future housing/ maintain a tenancy, early parenthood, early independence, transition from care, need to develop skills in – cooking, money management, household management, CV writing, job interviews, independent living.

1.2 Explain the key factors that may be relevant to the needs of young people who are looked after or leaving care

Supportive non-judgemental professionals, stability, the individual Pathway Plan, contact with family, education, employment, training, housing, financial factors, access to health care, cultural factors, religion/faith factors, action planning and goal setting, personal interests and hobbies. The need to be fully engaged and consulted in the decisions that are made by Children Services and key professionals/agencies.

Learning Outcome 2: Be able to support young people who are looked after or leaving care.

* This is a competency based Learning Outcome therefore learner's must be able to provide evidence from their youth work practice – this can be in the form of case studies, work product, witness statements and workplace observations by the assessor.

2.1 Describe the sources of information and support services which are available to support young people who are looked after or leaving care

Learners should research appropriate local and national statutory and third sector services and develop/maintain a directory describing the service, the type of support offered, contact details, website, target group and details of the learners personal experience of the service/organisations they have worked with/contacted.

2.2 Support young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices

* Evidence must come from the learners youth work practice

2.3 Support young people to maintain positive relationships and contact with family, carers and/ or significant others

* Evidence must come from the learners youth work practice

Learning Outcome 3 Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care

3.1 Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care

Please see paragraph below for indicative content

3.2 Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.

Assessors/trainers are advised to check up to date statutory and legal frameworks as they can be subject to change
The Children's Act 1989 and The Children (Leaving Care) (England) Regulations 2001 set out the local authorities duties towards 'looked after' children as they exit the care system. UN Convention on the Rights of the Child. Care Leavers (England) Regulations 2010, Care Planning Placement and Case Review Regulations 2010, Immigration and Asylum Act 1999, National Immigration and Asylum Act 2002

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People's Transition to Independence

Unit Reference	Y/506/9196
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to support young people's transition to independence. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) The learner will:	Assessment Criteria (1.1 to 5.1) The learner can:
1. Understand the way that young people move from dependence to independence.	<p>1.1. Explain the reasons why some young people may find it difficult to move to independence.</p> <p>1.2. Explain how independence is relative to each individual young person's stage of development, level of understanding and ability.</p> <p>1.3. Explain reasons why independence is a staged process towards inter-dependency.</p>

<p>2. Be able to prepare young people for the practical challenges of independence.</p>	<p>2.1. Work with young people to identify practical challenges to overcome in order to move towards independence.</p> <p>2.2. Review and revise development plans when supporting young people.</p>
<p>3. Be able to prepare young people for the emotional challenge of independence.</p>	<p>3.1. Explain emotional challenges that may be experienced by young people as they move towards independence.</p> <p>3.2. Support young people to develop emotionally in moving towards independence to include interpersonal skills, resilience skills and reducing transition anxiety.</p>
<p>4. Be able to prepare young people to assess personal risks and protect themselves.</p>	<p>4.1. Explain to young people how to assess risks in day to day situations.</p> <p>4.2. Work with young people to identify ways to minimise and protect themselves from risks.</p>
<p>5. Be able to support young people's information and guidance needs when moving toward independence.</p>	<p>5.1. Provide young people with information, guidance and advice to support their transition to independence.</p>

Supporting Unit Information

Support Young People's Transition to Independence (Y/506/9196) – Level 3

Indicative Content

Learning Outcome 1: Understand the way that young people move from dependence to independence

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

1.1 Explain the reasons why some young people may find it difficult to move to independence

Reasons may include the following issues: emotional, family, mental health, physical health/well-being, being in care/looked after, immaturity, learning difficulties, poor living arrangements, lack of financial support, poor educational achievement, poor career opportunities, exploitation, abuse, poor self-image, absence of positive role models, lack of housing, lack of social skills, lack of independent living skills, substance misuse, culture and religion.

1.2 Explain how independence is relative to each individual young person's stage of development, level of understanding and ability

See paragraph below for indicative content

1.3 Explain reasons why independence is a staged process towards inter-dependency

Can be dependent on: adolescent development, social and cognitive maturity, physical and mental needs, dependence, skills development, their living environment – home/looked after, education achievement, career pathway, early parenthood, adult support, seeing asylum, risky behaviours.

Learning Outcome 2: Be able to prepare young people for the practical challenges of independence

2.1 Work with young people to identify practical challenges to overcome in order to move towards independence

The transition process should be young person centred. They should be empowered to identify challenges and work with the youth worker to develop strategies to overcome them.

2.2 Review and revise development plans when supporting young people

This is a competency based learning outcome. Evidence must come from the learners youth work practice demonstrating how they have worked with young people to identify and overcome challenges, supported young people to develop action/development plans and how these have been reviewed/revised with the young people. Evidence can be in the form of case studies, workplace observations, witness statements, work product.

Challenges may have included: the development of new skills – cooking, budgeting, home management, healthy living, medical well-being, employment skills – CV, interview skills, accessing FE/HE, ability to make new friends/appropriate relationships, decision making skills, problem making skills, personal organisation, self-management, accessing and managing information, dealing with those in authority.

Learning Outcome 3: Be able to prepare young people for the emotional challenge of independence

3.1 Explain emotional challenges that may be experienced by young people as they move towards independence

Emotional challenges may have included: immaturity, isolation, lack of adult support, mental health issues, self-image, managing change, relationships development and personal control/empowerment.

3.2 Support young people to develop emotionally in moving towards independence to include interpersonal skills, resilience skills and reducing transition anxiety.

The learner should provide evidence from their youth work practice demonstrating how they have supported young people - this can include a case study, assessor observation, witness testimony and work product.

Learning Outcome 4: Be able to prepare young people to assess personal risks and protect themselves

4.1 Explain to young people how to assess risks in day to day situations

Risks can include: e-safety, meeting strangers, online shopping, pubs, clubs, shopping, and risks of substance misuse, financial risks.

See paragraph below for indicative content

4.2 Work with young people to identify ways to minimise and protect themselves from risks

Evidence must come from the learners youth work practice

Minimising risks can include: self-protection/security, not giving out personal details, looking after valuables, credit card protection, using safe transport, protecting purses/wallets, ensuring the home is safe – door chains etc.

Learning Outcome 5: Be able to support young people's information and guidance needs when moving towards independence

5.1 Provide young people with information, guidance and advice to support their transition to independence.

Evidence must come from the learners youth work practice – it can be in the form of case studies, workplace observations, witness statements, work product.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Referrals and Signposting in Youth Work Settings

Unit Reference	D/506/9197
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to referrals and signposting in youth work settings. Learners must have access to a real work environment.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.1) The learner can:
1. Understand how youth work supports the referral of young people.	1.1. Explain how youth work principles support young people when signposted to support services and individuals. 1.2. Explain the role of the youth worker in signposting and referring young people to supporting services. 1.3. Explain how own youth work practice supports young people.
2. Understand the referral options that are available for young people.	2.1. Describe a range of referral services and individuals that support and help young people.

	2.2. Explain how to identify the most appropriate referral opportunities for young people.
3. Be able to support young people through a referral process.	<p>3.1. Support young people in relation to referral and signposting decision-making.</p> <p>3.2. Enable young people to make informed choice in referral process.</p> <p>3.3. Explain own role in referral process.</p>
4. Be able to evaluate a referral process suggesting improvements.	4.1. Evaluate a referral process and make recommendations for improvement.

Supporting Unit Information

Referrals and Signposting in Youth Work Settings (D/506/9197) – Level 3

Indicative Content

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

Learning outcome 1: Understand how youth work supports the referral of young people.

1.1 Explain how youth work principles support young people when signposted to support services and individuals.

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 LUK.

Key principles of youth work: Core Values of Youth Work LUK 2012

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

Could also consider the Institute for Youth Work Code of Ethics:

1. We have a **duty of care to young people**. In the youth work relationship the best interests of young people to have priority.
2. We **do not seek to advance ourselves**, our organisations or others – personally, politically or professionally – at the expense of young people.
3. Our relationship with young people remains **within professional boundaries** at all times, to protect the young person and the purpose of youth work.
4. We work in a **fair and inclusive way**, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.
5. We seek to enhance young people’s personal and social development by:

- Enabling them to make **informed decisions** and pursue their choices
- Supporting their **participation** and active involvement in society
- Helping them to become **independent** and move on when the time is right

6. We promote the **welfare and safety** of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.

7. When we receive or collect **personal information** about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.

8. In our engagement with young people, and in our resulting relationship, we strive to be **honest and non-judgemental**.

9. We respect the **contribution of others** concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.

10. We encourage **ethical reflection** and debate with colleagues, managers, employers and young people.

11. We make sure we have the **knowledge and skills** necessary to work effectively with young people. We work in a reflective way to develop our abilities. We take account of the impact of work on ourselves.

12. We maintain consciousness of our own **values, beliefs and interests**, are aware when these conflict with those of others, and approach difference respectfully.

1.2 Explain the role of the youth worker in signposting and referring young people to supporting services.

Learners should be aware of their remit and organisational responsibilities regarding making referrals including having had the appropriate training in the referral making process and how to complete the referral paperwork. They should be aware of the various tools/framework for referrals that they may have to use. Before making a referral the youth worker should ensure they have identified the appropriate agency, should encourage the young person to self-refer if this is appropriate, discuss concerns with the young person, seek consent to share information, explain how they can support the young person, empower the young person to share the referral with parents/carers or advocate on their behalf.

1.3 Explain how own youth work practice supports young people.

The learner should provide examples from their youth work practice and explain how they have supported young people.

Learning Outcome 2: Understand the referral options that are available for young people.

2.1 Describe a range of referral services and individuals that support and help young people.

See paragraph below for indicative content

2.2 Explain how to identify the most appropriate referral opportunities for young people.

Learners should evidence research of local and national organisations (public and third sector) that support young people. This should include the name of the organisation/agency; key contact details, referral protocol and a description of its services and why it could be supportive to their youth work practice.

Learning Outcome 3: Be able to support young people through a referral process.

3.1 Support young people in relation to referral and signposting decision-making.

See paragraph below for indicative content

3.2 Enable young people to make informed choice in referral process.

See paragraph below for indicative content

3.3 Explain own role in referral process.

Learners should evidence how they have supported young people through a referral process. This should include the rationale for the referral and how they supported the young person in making an informed choice of referral agency, learner's role and responsibility to the young person and their own organisation. Evidence can be supported by records of meetings,

the referral form if applicable, witness statements from young people and colleagues, workplace observation by the learners assessor.

Learning Outcome 4: Be able to evaluate a referral process suggesting improvements

4.1 Evaluate a referral process and make recommendations for improvement

The learner should evaluate the referral process they used in Learning Outcome 3.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People who are not in Employment, Education Training or Excluded from School

Unit Reference	K/506/9185
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are not in employment, education training or have been excluded from school. Learners must have access to a real work environment.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.3) The learner can:
1. Understand the issues affecting young people not in education, employment, training or excluded from school.	1.1. Describe issues and barriers that may affect young people who are not in employment, education or training. 1.2. Explain issues that may affect young people who are excluded from school. 1.3. Explain issues that can affect young people's opportunities for accessing employment, education or training.

	<p>1.4. Explain the effects of exclusion on the health, safety and well-being of young people.</p> <p>1.5. Describe the information, support and community services which are available to support young people not in education, employment or training or excluded from school.</p>
<p>2. Be able to support young people who are not in employment, education or training or excluded from school.</p>	<p>2.1. Support young people to identify and access relevant sources of information, advice and guidance about their employment and training options, rights and responsibilities.</p> <p>2.2. Support young people to recognise the benefits that employment, education or training opportunities may offer them.</p> <p>2.3. Support young people to plan how to achieve their employment, education and training goals.</p>

Supporting Unit Information

Support Young People who are not in Employment, Education Training or Excluded from School (K/506/9185) – Level 3

Indicative Content

Learning Outcome 1: Understand the issues affecting young people not in education, employment, training or excluded from school

1.1 Describe issues and barriers that may affect young people who are not in employment, education or training

See paragraph below 1.4 for indicative content

1.2 Explain issues that may affect young people who are excluded from school.

See paragraph below 1.4 for indicative content

1.3 Explain issues that can affect young peoples opportunities for accessing employment, education or training

See paragraph below 1.4 for indicative content

1.4 Explain the effects of exclusion on the health, safety and well being of young people

Social and environmental factors, Issues and barriers may include:

- Educational underachievement
- Cultural issues
- Long term unemployment
- Being in care
- Being an asylum seeker
- Low aspirations
- Social exclusion
- Risky behaviours including drug use, alcohol, violence, substance misuse, Crime/offending behaviour
- Having caring responsibilities
- Disabilities/learning difficulties

- Health problems
- Mental health
- Low self-esteem
- School age pregnancy
- English as an additional language
- Poor relationships with peers, family, teachers
- Peer pressure
- Stigmatisation
- Impact on the local community/families/society/victims
- Poor access to services and amenities
- Limited social network

“Exclusion implies rejection” – Kyriacou 2003

Types of exclusion:

Temporary (Suspension) – usually applied for disciplinary reasons and is for a fixed period. A pupil cannot be excluded for more than 45 days in an academic year.

Permanent (Expulsion) – a pupil is told they can no longer attend a particular school due to serious breach of discipline or for continued disruptive behaviour. The Local Authority must provide access to alternative education provision

Impact of exclusion includes – individuals, families, local community, schools, other stakeholders and society in general.

1.5 Describe the information, support and community services which are available to support young people not in education, employment or training or excluded from school.

Learners should provide evidence that they have researched the local and national sources of information and support services that are available to young people who are NEET or excluded from school. This should include statutory and voluntary agencies, websites and other sources of support – i.e. advocacy, mediation.

Learning Outcome 2: Be able to support young people who are not in employment, education or excluded from school

2.1 Support young people to identify and access relevant sources of information, advice and guidance about their employment and training options, rights and responsibilities

See paragraph below for indicative content

2.2 Support young people to recognise the benefits that employment, education or training opportunities may offer them

See paragraph below for indicative content

2.3 Support young people to plan how to achieve their employment, education and training goals

Learners should provide **two** case studies evidencing how they have supported young people who are not in employment, education or training or excluded from school. This must include the sources of information advice and guidance – websites, specialist, organisations, colleges etc. How they supported young people to understand the benefits the EET can bring them – financial, career progression, stability, and how they helped the young people plan their pathway into EET.

This could include witness statements from the young people and colleagues, work product, workplace observations by the learner's assessor, and a reflective account of their work 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.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities

Unit Reference	H/506/9234
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to working with young people to reduce their involvement in anti-social and/or criminal activities. Learners must have access to a real work environment.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.5) The learner can:
1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people.	<p>1.1. Explain the factors that can contribute to young people's anti-social behaviour/criminal behaviour.</p> <p>1.2. Explain the factors that can cause young people to resist making personal changes to their anti-social and/or criminal behaviour.</p> <p>1.3. Explain how peer influence can affect anti-social and/or criminal behaviour.</p>

<p>2. Understand how to use youth work skills to support young people to reduce involvement in anti-social and/or criminal behaviour.</p>	<p>2.1. Explain how to empower young people to:</p> <ul style="list-style-type: none"> • express their views • understand their own behaviour <p>2.2. Explain strategies and techniques for working with young people to reduce their involvement in anti-social behaviour and/or criminal activity.</p> <p>2.3. Describe sources of support for young people to reduce their involvement in anti-social and/or criminal behaviour.</p>
<p>3. Be able to use youth work skills to support a young person to change their anti-social and/or criminal behaviour.</p>	<p>3.1. Develop an agreement with a young person to enable them to change their anti-social and/or criminal behaviour.</p> <p>3.2. Develop an action plan with a young person to enable them to change their anti-social and/or criminal behaviour.</p> <p>3.3. Support the young person in their behavioural change.</p> <p>3.4. Review the changes that the young person has made in relation to their anti-social and/or criminal behaviour.</p> <p>3.5. Evaluate how the support process has impacted on the young person.</p>

Supporting Unit Information

Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities (H/506/9234) – Level 3

Indicative Content

Learning Outcome 1: Understand the underlying issues contributing to the anti-social and or criminal activity of young people

1.1 Explain the factors that can contribute to young people's anti-social/criminal behaviour.

Research has highlighted the following:

- Educational under achievement (including non attendance, suspension, attending a failing school)
- Young parenthood (key factor in many UK studies)
- Mental health issues (one third of young people in custody have a mental health disorder)
- Poor parenting
- Low income household/family poverty
- Poor housing
- Lack of parental support/discipline/supervision
- Bullying
- Substance misuse
- Living in a disadvantaged community/neighbourhood
- Family history of anti-social/criminal behaviour
- Early involvement in anti-social behaviour
- Biological and psychological traits – hyperactivity, attention deficit disorder
- Poor cognitive development
- Poor language/communication/speech development
- Peer pressure/membership of gangs

1.2 Explain the factors that can cause young people to resist making personal changes to their anti-social and/or criminal behaviour.

Can include:

- The need to belong to a certain group
- Peer pressure

- Status/position in the group/gang
- Money from criminal activity
- Fear
- Family pressure
- Seeing little hope of a positive future

1.3 Explain how peer influence can affect anti-social and/or criminal behaviour.

Learners could evidence this by means of a case study of a) individual young people **or** b) a group of young people they have worked with. They should explain how peer pressure/influence has impacted on the group/young people. This can include negative factors and positive factors (such as the influence of others who demonstrate good behaviour and their rejection of those who use negative behaviour). Could include the use of peer mentors who have previously been involved in, and rejected anti-social/criminal behaviour.

Learning Outcome 2: Understand how to use youth work skills to support young people to reduce involvement in anti-social and/or criminal behaviour

2.1 Explain how to empower young people to:

- Express their own views
- Understand their own behaviour

See paragraph below for indicative content

2.2 Explain strategies and techniques for working with young people to reduce their involvement in anti-social and/or criminal activity.

These two assessment criteria could be evidenced holistically by the learner giving examples from their youth work practice explaining how they have enabled young people to express their views, understand their behaviour and the strategies/techniques the learner used to help them address and reduce their behaviour.

Strategies/techniques may include: mentoring, signposting/referring to specialist help, involvement of crime diversion schemes, targeting hotspot areas, providing positive role models, providing protection factors enabling young people to resist negative behaviour, creating new opportunities to

divert young people, working with others – parents/families/school/YOT Workers, social workers, mentoring projects.

2.3 Describe sources of support for young people to reduce their involvement in anti-social and/or criminal behaviour.

Learners should identify and describe the role and services of agencies/organisations/partners/web-based support/advice/resources that can support young people – both locally and nationally.

Learning Outcome 3: Be able to use youth work skills to support a young person to change their anti-social and/or criminal behaviour

The following assessment criteria are all competencies and must be evidence from the learners direct youth work practice.

The learners assessor could undertake a workplace observation if it is appropriate and in agreement with the learner **AND** the young person.

3.1 Develop an agreement with a young person to enable them to change their anti-social and/or criminal behaviour.

The learner should explain the nature of the agreement, the background to it and how the young person was involved in developing the agreement. If there is a formal written agreement this should be evidenced for reasons of confidentiality names can be removed.

3.2 Develop an action plan with a young person to enable them to change their anti-social and /or criminal behaviour.

The learner must evidence how they developed an action plan with the young person explaining the young person's involvement at each stage. The action plan should form part of the evidence in the learner's portfolio.

3.3 Support the young person in their behavioural change.

Learners should give a detailed account of how they have supported the young person identifying the nature of the behavioural changes.

3.4 Review the changes that the young person has made in relation to their anti-social and/or criminal behaviour.

Learners should evidence the review they have undertaken with the young person (and any other relevant partners – family, social worker, YOT team etc.).

3.5 Evaluate how the support process has impacted on the young person.

The learner should undertake an evaluation of the process, which the young person should be involved in/contribute to.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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.

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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

Understand how Youth Work can Support Young People with Mental Health Problems

Unit Reference	H/506/9220
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (14GLH + 6 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people with mental health problems. 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 issues affecting young people with mental health problems.	1.1. Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems. 1.2. Explain the factors that may affect the needs of young people with mental health problems.
2. Understand how to support young people with mental health problems.	2.1. Describe the sources of information, agencies and support services which are available to help young people with mental health problems.

	<p>2.2. Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems.</p> <p>2.3. Explain how to support young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement.</p>
<p>3. Know about the statutory and legal frameworks in relation to young people with mental health problems.</p>	<p>3.1. Describe the statutory and legal frameworks for protecting young people with mental health problems.</p> <p>3.2. Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.</p>
<p>4. Understand the role of the youth worker to support young people with mental health problems.</p>	<p>4.1. Explain the role that youth workers can have supporting young people with developing positive mental health.</p> <p>4.2. Evaluate own role as a youth worker supporting young people to develop positive mental health.</p>

Supporting Unit Information

Understand how Youth Work can Support Young People with Mental Health Problems (H/506/9220) – Level 3

Indicative Content

Learning Outcome 1: Understand the issues affecting young people with mental health problems

1.1 Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems

See paragraph below for indicative content

1.2 Explain the factors that may affect the needs of young people with mental health problems

Home circumstances/environment, education – expectations of others, self-neglect, lack of friends, poor relationships, physical health, disabilities, being in care, loss and grief, crime and disorder, risky behaviours, substance misuse, bullying, abuse, mood swings, difficulty in expressing themselves, aggression, having witnessed trauma, asylum seekers witnessing war/death, self-medicating, unresolved issues, eating disorders, self-harm, post-traumatic stress disorder (PTSD), lack of love and affection, poor parenting, poor nutrition, sleep disorders.

Learning Outcome 2: Understand how to support young people with mental health problems

2.1 Describe the sources of information, agencies and support services which are available to help young people with mental health problems

Learners should research appropriate organisational, local and national statutory and third sector services/helplines, websites and develop/maintain a directory describing the service, the type of support offered, contact details, website, target group and details of the learners personal experience of the service/organisations they have worked with/contacted.

2.2 Explain how to help build self-confidence, independence and self-esteem in young people with mental health problems

Learners should be able to explain what is meant by self-confidence, independence and self-esteem and how they have helped young people with each area.

2.3 Explain how to support young people with mental health problems to express their views, anxieties and feelings about their support needs without fear of pressure or judgement

Learners should provide direct evidence from their youth work practice and experience. This should include the methods, strategies, activities they used.

Learning Outcome 3: Know about the statutory and legal frameworks in relation to young people with mental health problems

3.1 Describe the statutory and legal frameworks for protecting young people with mental health problems

Trainers/assessors should ensure they have current knowledge of the legal framework as they are subject to review and change.

Children's Act 1989

Mental Health Act 1893 updated 2007

Mental Capacity Act 2005

3.2 Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.

Evidence must come from the learners youth work experience demonstrating how they have worked in partnership (including details of the partners) and how they have balanced the rights of the young people they have supported.

Learning Outcome 4: Understand the role of the youth worker to support young people with mental health problems

4.1 Explain the role that youth workers can have supporting young people with developing positive mental health

See paragraph below for indicative content

4.2 Evaluate own role as a youth worker supporting young people to develop positive mental health

Learners should provide evidence from their youth work practice detailing the role they have played in supporting young people and then evaluate that work identifying what they did, could they have done something different, the issues they experienced, strengths and weaknesses and areas for professional development.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Support Young People to Develop, Implement and Review a Plan of Action

Unit Reference	T/506/9223
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supporting young people to develop, implement and review a plan of actions within 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 5.2) The learner can:
1. Understand the importance for young people to develop a personal action plan for their future development needs.	<p>1.1. Explain why young people should be encouraged to develop a personal action plan to support their future development.</p> <p>1.2. Evaluate the role of the youth worker in encouraging young people to develop an action plan.</p>
2. Understand the process of developing an	2.1. Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan.

<p>action plan for young people.</p>	<p>2.2. Summarise information that should be included in an action plan.</p> <p>2.3. Explain why it is important for young people to review their progress against their action plan.</p> <p>2.4. Explain why it is important to review own contribution to the development and implementation of the young person's action plan.</p>
<p>3. Be able to support young people to develop an action plan.</p>	<p>3.1. Encourage young people to identify their needs and aspirations.</p> <p>3.2. Assist a young person to develop their personal action plan.</p>
<p>4. Be able to support young people to work towards implementation of their action plan.</p>	<p>4.1. Give examples of support required by young people when implementing actions within their plan.</p> <p>4.2. Provide support for young people working towards the implementation of actions within their plan.</p>
<p>5. Be able to support young people to review and revise their action plan.</p>	<p>5.1. Review a young person's action plan with that young person.</p> <p>5.2. Reflect on own contribution to the development and implementation of the young person's action plan.</p>

Supporting Unit Information

Support Young People to Develop, Implement and Review a Plan of Action (T/506/9223) – Level 3

Indicative Content

Learning Outcome 1: Understand the importance for young people to develop a personal action plan for their future development needs.

1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development.

Reasons can include:

- Taking ownership and responsibility of their future plans
- Participation and Empowerment
- Identify personal needs
- Identify educational needs
- Develop new skills
- Considering a range of options
- Understanding potential barriers and how to overcome them
- Identifying who can help them
- Understand how to agree goals and how to achieve them

1.2 Evaluate the role of the youth worker in encouraging young people to develop an action plan.

Roles can include:

- Meets the core values and principles of youth work
- Meets Article 12 of the UN Convention on the Rights of the Child
- Importance of establishing a positive relationship with the young person
- The youth worker should be supportive of the young person and not directive – it should be young person centred
- Be able to explain the purpose of the action plan
- Knowledge of educational opportunities
- The range of skills the youth worker needs when helping young people devise an action plan
- The role of others – i.e. family, other professionals, young peoples network

- How to identify goals
- How to support young people to meet their goals
- How to identify and reduce possible barriers
- Signposting/referral knowledge

Learning Outcome 2: Understand the process of developing an action plan for young people

2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan.

May include:

- Rationale for the plan
- Timescale
- Supporting the young person, and others to understand how an action plan can help them
- Checking the young persons understanding
- Ensuring the youth worker has the appropriate skills
- Ensuring the documentation used for the action plan is young person friendly, uses appropriate language
- Checking that other relevant individuals are involved in the planning
- Consider other possible options
- Possible venues to meet the young person
- Identification of any additional resources

2.2 Summarise information that should be included in an action plan

Information may include:

- Rationale for the plan – identification of the need(s)
- Venue, times, dates for meetings
- Timescales for action, reviews and evaluation
- Others who will be involved
- Actions identified
- Resources needed

2.3 Explain why it is important for young people to review their progress against their action plan

May include:

- It is their plan – should be young person centred

- Meets the core values and principles of youth work – participation and empowerment
- Meets Article 12 of the UN Convention on the Rights of the Child
- Develops ownership
- Young person can identify areas of progress and possible changes/adaptations to the plan
- Helps young people develop new skills
- Develops sense of achievement – increased self-esteem where achievement has been recognised
- Understand reasons where achievement has not been met
- Helps them identify areas for further development
- Goal setting – achievement and setting of new ones

2.4 Explain why it is important to review own contribution to their development and implementation of the young person's action plan

May include:

- Encourages reflective practice – Kolb's Experiential Learning Cycle or other theoretical models of reflection
- Identification of any new skills needed
- Youth worker should encourage the young person to be involved in the review of their support and others if involved
- Identification of areas for CPD

Learning Outcome 3: Be able to support young people to develop an action plan

3.1 Encourage young people to identify their needs and aspirations.

The learner should provide evidence from their youth work practice demonstrating how they have worked with young people to help them identify their needs and aspirations. The learners' assessor could observe this in the workplace as additional/supportive evidence. The young people could write a witness statement/testimony as additional evidence.

3.2 Assist a young person to develop their personal action plan.

The learner should provide evidence from their youth work practice demonstrating how they have assisted a young person to help them develop their personal action plan. The learners' assessor could observe

this in the workplace as additional/supportive evidence. The young people could write a witness statement/testimony as additional evidence.

Learning Outcome 4: Be able to support young people to work towards implementation of their action plan

4.1 Give examples of support required by young people when implementing actions within their plan.

See paragraph below for indicative content

4.2 Provide support for young people working towards the implementation of actions within their plan.

Evidence must come from the learner's direct work with young people. Learners should be able to provide evidence of a range of the types of support they have given young people when implementing actions within their plan from their youth work practice. They could consider asking colleagues and or young people involved to write a witness statement/testimony in support. The learner's assessor could observe this in the workplace.

Learning Outcome 5: Be able to support young people to review and revise their action plan

5.1 Review a young person's action plan with that young person.

Evidence must come from the learner's direct work with a young person. The learner assessor, if appropriate could observe this.

5.2 Reflect on own contribution to the development and implementation of the young person's action plan.

The learner must provide a reflective account of their work with a young person. They should consider all aspects of the process they have been involved in. This can include reflective diaries, supervision notes, and the views of others involved in the process, the identification of ways to improve the process and what the learner has learnt from the work they did with the young person.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Understand how Youth Work can Support Young People who are Experiencing Poverty

Unit Reference	M/506/9222
Level	3
Credit Value	3
Guided Learning Hours	12
Total Unit Time	30 (12GLH + 18 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people who are experiencing poverty. Learners must have access to a real work environment.
Learning Outcomes (1 to 6) The learner will:	Assessment Criteria (1.1 to 6.2) The learner can:
1. Understand the factors that can affect young people in relation to poverty.	1.1. Define the term poverty. 1.2. Explain the factors which place young people at the greatest risk of living in poverty.
2. Understand how youth work can support young people living in poverty.	2.1. Explain how youth work principles and practice relates to tackling poverty. 2.2. Explain how youth workers can support young people who are living in poverty.

<p>3. Understand how poverty can affect young people's development.</p>	<p>3.1. Explain how poverty can affect young people's:</p> <ul style="list-style-type: none"> • physical development • social and emotional development • communication development • intellectual development • learning opportunities
<p>4. Understand how to tackle poverty.</p>	<p>4.1. Assess a policy that has a positive impact for tackling child poverty.</p> <p>4.2. Explain a range of strategies to tackle poverty to include:</p> <ul style="list-style-type: none"> • education and learning • employment • health
<p>5. Be able to reduce the impact of poverty within own organisation.</p>	<p>5.1. Evaluate own organisation in relation to tackling poverty.</p> <p>5.2. Create a plan in relation to tackling poverty to include:</p> <ul style="list-style-type: none"> • raising awareness. • reducing the impact of poverty on young people <p>5.3. Implement a plan in relation to tackling poverty.</p> <p>5.4. Evaluate the outcomes of implementing a plan to tackle poverty.</p>
<p>6. Understand how young people can be supported in relation to poverty.</p>	<p>6.1. Explain how partnership organisations can support young people who are experiencing poverty.</p> <p>6.2. Identify a range of organisations that can support young people who are experiencing poverty.</p>

Supporting Unit Information

Understand how Youth Work can Support Young People who are Experiencing Poverty (M/506/9222) – Level 3

Indicative Content

Learning Outcome 1: Understand the factors that can affect young people in relation to poverty.

1.1 Define the term poverty

Definition: 'Poverty is when a person's resources (mainly their material resources) are not sufficient to meet their minimum needs (including social participation). Joseph Rowntree Foundation www.jrf.org.uk.

1.2 Explain the factors which place young people at the greatest risk of living in poverty

Can include: low income households, lone parent households, households with 3 or more children, neither parent in employment, young person is the main carer for parent, families with parents who have a disability/mental health issues, social housing, geographic location/environment, ethnic minority groups, austerity.

Useful references: www.jrf.org.uk, www.barnardos.org.uk Frank Field Report 2010, Child Poverty Act 2010.

Learning Outcome 2: Understand how youth work can support young people living in poverty

2.1 Explain how youth work principles and practice relates to tackling poverty

Leaners should refer to their organisations key principles in addition to the following:

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

Could also consider the Institute for Youth Work Code of Ethics:

1. We have a **duty of care to young people**. In the youth work relationship the best interests of young people has priority.
2. We **do not seek to advance ourselves**, our organisations or others – personally, politically or professionally – at the expense of young people.
3. Our relationship with young people remains **within professional boundaries** at all times, to protect the young person and the purpose of youth work.
4. We work in a **fair and inclusive way**, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.
5. We seek to enhance young people’s personal and social development by:
 - Enabling them to make **informed decisions** and pursue their choices
 - Supporting their **participation** and active involvement in society
 - Helping them to become **independent** and move on when the time is right
6. We promote the **welfare and safety** of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.
7. When we receive or collect **personal information** about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.
8. In our engagement with young people, and in our resulting relationship, we strive to be **honest and non-judgemental**.
8. We respect the **contribution of others** concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.
10. We encourage **ethical reflection** and debate with colleagues, managers, employers and young people.

11. We make sure we have the **knowledge and skills** necessary to work effectively with young people. We work in a reflective way to develop our abilities. We take account of the impact of work on ourselves.

12. We maintain consciousness of our own **values, beliefs and interests**, are aware when these conflict with those of others, and approach difference respectfully.

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.

2.2 Explain how youth workers can support young people who are living in poverty

Offer one to one support, group support, specialist activities, access to funding, advocate for young person, motivate, work with families and the wider community, refer to specialist agencies and professionals, gain accreditations/qualifications, support in schools, increase educational achievement, assist with employment opportunities/work experience, issue based work – well-being, cooking, nutritional advice, budgeting, access to physical activities, limited financial support, housing support.

Learning Outcome 3: Understand how poverty can affect young people's development

3.1 Explain how poverty can affect young people's:

- Physical development
- Social and emotional development
- Communication development
- Intellectual development
- Learning opportunities

Poor/inadequate diet, lack of access to leisure facilities for physical exercise affects growth and cognitive development. School attendance may be poor leading to lack of achievement impacting on life opportunities/outcomes. Lack of motivation, aspirations and expectations can lead to low self-esteem, mental health issues. Communication – lack of opportunity to gain appropriate skills, lack of access to the digital world/internet for support with education achievement.

Learning Outcome 4: Understand how to tackle poverty

4.1 Assess a policy that has a positive impact for tackling child poverty
Learners should undertake personal research (web-based or otherwise) to identify a policy (local or national) and assess how it has had a positive impact.

4.2 Explain a range of strategies to tackle poverty to include:

- Education and training
- Employment
- Health

From personal research or from own youth work practice learners should explain the strategy, who devised it, how was it funded and what were the outcomes?

Learning Outcome 5: Be able to reduce the impact of poverty within own organisation

5.1 Evaluate own organisation in relation to tackling poverty

Understand the organisations values, mission statement and evaluate how the work of the organisation has tackled poverty.

5.2 Create a plan in relation to tackling poverty to include:

- Raising awareness
- Reducing the impact of poverty on young people

5.3 Implement a plan in relation to tackling poverty

See paragraph below for indicative content

5.4 Evaluate the outcomes of implementing a plan to tackle poverty

Learners must provide evidence of how they have created, implemented and evaluated a plan to tackle poverty to include the rationale for the plan, the area of work within the organisation it meets, funding, and the involvement/participation of young people at all levels of the plan (design, delivery and evaluation).

Learning Outcome 6: Understand how young people can be supported in relation to poverty

6.1 Explain how partnership organisations can support young people who are experiencing poverty

See paragraph below for indicative content

6.2 Identify a range of organisations that can support young people who are experiencing poverty

Learners should evidence research of local and national organisations (public and third sector) that support young people who are experiencing poverty. This should include the name of the organisation/agency; key contact details, referral protocol and a description of its services referencing case studies/outcomes the organisations have achieved.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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 workboo

Understand how Youth Work can Support Young People who Misuse Substances

Unit Reference	K/506/9221
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people who misuse substances. Learners must have access to a real work environment.
Learning Outcomes (1 to 4) The learner will:	Assessment Criteria (1.1 to 4.4) The learner can:
1. Understand substance misuse.	1.1. Define substance misuse. 1.2. Describe a range of drugs to include their: <ul style="list-style-type: none"> • street names • long-term effects • short-term effects • different categories
2. Understand the impact of substance misuse on young people	2.1. Evaluate the impact of substance misuse on young people in relation to: <ul style="list-style-type: none"> • their development • long-term effects

<p>and the youth work provision.</p>	<ul style="list-style-type: none"> • short-term effects • their family • the community <p>2.2. Explain the impact of substance misuse on the youth work provision.</p>
<p>3. Understand how youth work supports young people who misuse substances.</p>	<p>3.1. Explain how youth work principles and practice support young people who misuse substances.</p> <p>3.2. Describe a range of referral organisations that support young people who misuse substances.</p>
<p>4. Understand the boundaries that apply to youth workers when working with young people who misuse substances.</p>	<p>4.1. Explain the importance of professional boundaries between youth workers and young people who misuse substances.</p> <p>4.2. Explain the key principles of confidentiality and safeguarding that apply when working with young people who misuse substances.</p> <p>4.3. Explain how to communicate confidentiality protocols to young people in youth work settings.</p> <p>4.4. Explain how information sharing protocols are important for supporting young people who misuse substances.</p>

Supporting Unit Information

Understand how Youth Work can Support Young People who Misuse Substances (K/506/9221) – Level 3

Indicative Content

Learning outcome 1: Understand substance misuse

1.1 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 – tobacco, alcohol but 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).

1.2 Describe a range of drugs to include their street names, long term effects, short-term effects, different categories: Examples could be from the following list:

- Class A – C drugs – make sure the latest information is studied and referred to 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 and the youth work provision

2.1 Evaluate the impact of substance misuse on young people in relation to:

- Their development
- Long-term effects
- Short-term effects
- Their family
- The community

Learners should evaluate the **physical, mental and social** impact substance misuse can lead to relating it to the above points.

- 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 and social isolation.

2.2 Explain 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 in their explanation.

Issues that can arise in the 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.

Evidence could be drawn from the learners youth work practice (case studies) or from their personal research (which should be referenced).

Learning Outcome 3: Understand how youth work supports young people who misuse substances

3.1 Explain how youth work principles and practice support young people who misuse substances

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.

Learners should also refer to their organisations policies and guidelines.

Evidence can take the form of a case study based on their youth work practice.

3.2 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.

Learning Outcome 4: Understand the boundaries that apply to youth workers when working with young people who misuse substances

4.1 Explain the importance of professional boundaries between youth workers and young people who misuse substances

See paragraph below for indicative content

4.2 Explain the key principles of confidentiality and safeguarding that apply when working with young people who misuse substances

See paragraph below for indicative content

4.3 Explain how to communicate confidentiality protocols to young people in youth work settings

See paragraph below for indicative content

4.4 Explain how information sharing protocols are important for supporting young people who misuse substances

Learners should refer to own organisational policies, procedures and code of conduct for key principles and protocol framework regarding confidentiality and safeguarding and information sharing protocols. Evidence should be based on the learners youth work practice demonstrating the application of knowledge to their youth work practice.

Could also consider the Institute for Youth Work Code of Ethics:

1. We have a **duty of care to young people**. In the youth work relationship the best interests of young people has priority.
2. We **do not seek to advance ourselves**, our organisations or others – personally, politically or professionally – at the expense of young people.
3. Our relationship with young people remains **within professional boundaries** at all times, to protect the young person and the purpose of youth work.
4. We work in a **fair and inclusive way**, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.

5. We seek to enhance young people's personal and social development by:
 - Enabling them to make **informed decisions** and pursue their choices
 - Supporting their **participation** and active involvement in society
 - Helping them to become **independent** and move on when the time is right
6. We promote the **welfare and safety** of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.
7. When we receive or collect **personal information** about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.
8. In our engagement with young people, and in our resulting relationship, we strive to be **honest and non-judgemental**.
9. We respect the **contribution of others** concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.
10. We encourage **ethical reflection** and debate with colleagues, managers, employers and young people.
11. We make sure we have the **knowledge and skills** necessary to work effectively with young people. We work in a reflective way to develop our abilities. We take account of the impact of work on ourselves.
12. We maintain consciousness of our own **values, beliefs and interests**, are aware when these conflict with those of others, and approach difference respectfully.

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 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.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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

Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual or Transgender

Unit Reference	L/506/9227
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work supports young people who are lesbian, gay, bisexual or transgender. 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 the issues affecting young people who are lesbian, gay, bisexual or transgender (LGBT).	1.1. Define what it means to be lesbian, gay, bisexual and transgender. 1.2. Explain the personal, psychological, social and health issues that may affect young people who are LGBT. 1.3. Explain how homophobia, transphobia and heterosexism affect LGBT young people. 1.4. Explain why “coming out” is important for LGBT young people.

<p>2. Understand how youth work can support young people who are LGBT.</p>	<p>2.1. Explain how youth work can support young people who are LGBT.</p> <p>2.2. Evaluate own organisational practices in relation to supporting the needs of young people who are LGBT.</p> <p>2.3. Develop a plan to improve organisational practices in relation to supporting the needs of young people who are LGBT.</p> <p>2.4. Describe a range of services that can support LGBT young people.</p>
<p>3. Understand personal youth work practice in relation to young people who are LGBT.</p>	<p>3.1. Evaluate personal youth work practice in relation to supporting young people who are LGBT.</p> <p>3.2. Develop a plan to improve own personal youth work practice in relation to supporting young people who are LGBT.</p>

Supporting Unit Information

Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual or Transgender (L/506/9227) – Level 3

Indicative Content

Learning Outcome 1: Understand the issues affecting young people who are lesbian, gay, bisexual or transgender (LGBT)

1.1 Define what it means to be lesbian, gay, bisexual and transgender
Learners should undertake personal research to define the terms.

Please see paragraph below for indicative content

1.2 Explain the personal, psychological, social and health issues that may affect young people who are LGBT

Personal, psychological, social and health issues that may affect young people who are LGBT may include: own and others perceptions and fears, maturity, stages of physical, emotional and intellectual development, acceptance, fear of 'coming out', lack of support from friends/families, fear of oppression, identify confusion, issues of self-esteem, depression, anxiety, mental health issues, education, employment issues, sexual health.

Factors affecting young people who are LGBT may include: bullying, taunts, negativity, social isolation, discrimination, rejection, homophobic attitudes of others, religious issues.

1.3 Explain how homophobia, transphobia and heterosexism affect LGBT young people.

Homophobia is the hatred or fear of homosexuals - that is, lesbians and gay men - sometimes leading to acts of violence and expressions of hostility. Homophobia is not confined to any one segment of society, and can be found in people from all walks of life. (adl.org)

Transphobia is an irrational fear of, and or hostility towards people who are transgender or otherwise transgress traditional gender norms. (www.civilliberty.com)

Heterosexism – a form of discrimination that favors heterosexuals over lesbians, gay men and bisexuals (www.civilliberty.com)

Learners should explain how the terms affect the young LGBT people they work with by evidencing their youth work practice.

1.4 Explain why “coming out” is important for LGBT young people

Learners should explain why “coming out” was so important for the young people they work with. Evidence should come from their youth work practice.

Learning Outcome 2: Understand how youth work can support young people who are LGBT

2.1 Explain how youth work can support young people who are LGBT

Learners should use examples from their youth work practice to demonstrate a range of activities/youth work interventions they have used to support young people who are LGBT.

2.2 Evaluate own organisational practices in relation to supporting the needs of young people who are LGBT

Please see paragraph below for indicative content

2.3 Develop a plan to improve organisational practices in relation to supporting the needs of young people who are LGBT

Learners must demonstrate their understanding of the organisational policies they work within and evaluate their effectiveness or otherwise, making recommendations for improvement where necessary by developing an action plan.

2.4 Describe a range of services that can support LGBT young people

Learners should research the local, regional and national organisations, groups, projects, helplines within the statutory and voluntary sector network that provide information and support for young people who are

LGBT and youth workers who may be supporting them. This should include the type of organisation, what it offers, contact names/address/website, cost and how accessible it is for young people to access.

Learning Outcome 3: Understand personal youth work practice in relation to young people who are LGBT

3.3 Evaluate personal youth work practice in relation to supporting young people who are LGBT

Please see paragraph below for indicative content

3.4 Develop a plan to improve own personal youth work practice in relation to supporting young people who are LGBT

Learners should critically evaluate their work with young people who are LGBT identifying strengths and weaknesses, achievements and where improvement can be made. The development plan could be part of managerial supervision/appraisal and identify CPD opportunities to support development.

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 understanding of the requirements for competency based assessment;
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- Be committed to further training and development

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

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- 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 understanding 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

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Additional Information

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- Units and ROC
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- Assessment Guidance
- ERR workbook

Understand how to Manage Staff in a Youth Work Setting

Unit Reference	F/506/9225
Level	3
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 understanding how to manage staff 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 the principles of staff management in a youth work setting.	1.1. Explain the principles of staff management in a youth work setting. 1.2. Analyse different approaches to management. 1.3. Summarise the role of team supervision.
2. Understand how to promote and maintain effective working relationships.	2.1. Explain the characteristics of team work. 2.2. Explain how to build effective working relationships within a team.

	2.3. Review and revise communication approaches within team working.
3. Understand how to review own management role and areas for development.	<p>3.1. Evaluate own role, responsibilities and management style.</p> <p>3.2. Summarise own areas of development based on reflective practice.</p> <p>3.3. Describe own role and responsibilities for the health, safety and emotional well-being of own staff.</p>
4. Understand how to manage staff and volunteers in a youth work setting.	<p>4.1. Explain effective practice used to manage staff and volunteers.</p> <p>4.2. Explain the different roles and responsibilities of volunteers.</p> <p>4.3. Summarise how volunteer roles complement and differ from those of paid staff.</p>
5. Understand how to manage conflict within a team.	<p>5.1. Explain potential triggers of conflict.</p> <p>5.2. Explain the impact of conflict within a team.</p> <p>5.3. Evaluate different approaches to managing conflict within a team.</p>

Supporting Unit Information

Understand how to Manage Staff in a Youth Work Setting (F/506/9225) – Level 3

Indicative Content

Learning outcome 1: Understand the principles of staff management in a youth work setting

1.1 Explain the principles of staff management in a youth work setting

Have a common sense of purpose of the work, established value base, good communication skills, ability to inspire and motivate, have clear goals, trust, negotiation skills, clarity, deal with team issues immediately, practice what you preach – be a positive role model, give constructive feedback to team members, be consistent, create practices that support achievement and team cohesion, time management, delegation skills, record keeping.

Learners should also refer to organisational principles/management framework policies/procedures.

1.2 Analyse different approaches to management

Learners should research different management styles and analyse three that are appropriate for the youth work setting giving examples from their youth work practice.

e.g. Belbin, John Adair, W.J. Reddin, J.S. Adams, Henry Mintzberg, F. Herzberg, McGregor.

1.3 Summarise the role of supervision

“Supervision is a process of critical reflection in which youth workers discuss on-going work and professional development issues with a more experienced youth worker, whether a manager or a peer. Professional supervision focuses on the core values of youth work in order to support good practice and learning from experience”. K. Sapin: Essential Skills for Youth Work Practice.

Supervision involves: monitoring work tasks and workload, supporting staff, promoting staff development, mediation between staff and higher management, problem solving, ensuring legal and organisational policies are adhered to, promoting teamwork and collaboration. (Neil Thompson 2007).

Learners should also refer to their organisations supervision policy/procedures.

Learning Outcome 2: Understand how to promote and maintain effective working relationships

2.1 Explain the characteristic of team work

Code of conduct/set of rules agreed at the beginning; Stages of group development – Tuckman; Everyone is aware of the task; Individuals are aware of their role/responsibility; Agreed time frame for tasks: Participation: Knowledge of teamwork; Shared values; Shared ideas; Open communication: Awareness of policies/procedures: Decision making; Different roles people play in teams – Belbin.

2.2 Explain how to build effective working relationships within a team

An effective team is crucial to keep staff motivated and feel part of the team. Encourage positive relationships; be open, honest and calm; have clear goals; encourage evaluation of practice; encourage synergy – it achieves more than individual team members can achieve alone; have good interpersonal skills; solve problems in a creative way; encourage respect amongst the team members; have clear working structure in place; be a positive role model.

2.3 Review and revise communication approaches within team working

Understand personal communication styles, body language, and ways of working and that of team members. Reflect on situations where there have been communication issues – what went wrong, why? Who was involved? What was the result? Ask for feedback from team members. What communication methods do we use as a team – are they always appropriate, how can they be changed/adapted to meet the needs of individuals and the team?

Learning Outcome 3: Understand how to review own management role and areas for development

3.1 Evaluate own role, responsibilities and management style

Could include supervision/ appraisal feedback with line manager. 360-degree evaluation. Roles and responsibilities – refer to job description, are they still relevant, what changes have there been – does the job description need updating/reviewing? Use reflective practice techniques to evaluate own management style.

3.2 Summarise own areas of development based on reflective practice

Identify and summarise own areas of development/CPD opportunities using reflective practice techniques – could be supervision session, personal reflection, team reflection, reflection with young people.

3.3 Describe own role and responsibilities for the health, safety and emotional well-being of staff

Learners should refer to their organisations policies and procedures and their job description.

Learning Outcome 4: Understand how to manage staff and volunteers in a youth work setting

4.1 Explain effective practice used to manage staff and volunteers

An effective team is crucial to keep staff and volunteers motivated and feel part of the team. Policies and procedures should be in place for managing staff and volunteers. Organisations/employers should ensure that sufficient resources are in place to offer staff and volunteers appropriate CPD opportunities appropriate to their role. Staff and volunteers must be supervised within the organisations policies/procedures. Encourage positive relationships; be open, honest and calm; have clear goals; encourage evaluation of practice; encourage synergy – it achieves more than individual team members can achieve alone; have good interpersonal skills; solve problems in a creative way; encourage respect amongst the team members; have clear working structure in place; be a positive role model.

4.2 Explain the different roles and responsibilities of volunteers

Volunteering has been defined as – “the commitment of time and energy for the benefit of society and the community, the environment or individuals outside (or in addition to) one’s immediate family. It is unpaid and undertaken freely by choice”. Build a better future Volunteering Strategy for NI 2012.

Volunteers should have a role description, be inducted into the workplace/organisation and treated the same as paid staff – learners should understand their organisations policy on volunteers.

4.3 Summarise how volunteer roles complement and differ from those of paid staff

Volunteers: can lead to the overall effectiveness of an organisations work: should be involved in all aspects of the work if appropriate: can complement the staff team by having different skills, strengths: volunteers can take on tasks to allow a more skilled member of staff to attend to other work: skilled volunteers with a professional background e.g. accountancy, the law, can bring new skills to an organisation; volunteers can do work that might not be otherwise done due to staff shortages etc.: volunteers’ can be more flexible with the time they can give to the organisation. Volunteers and staff should be responsible for working under the same organisational policies and legislation and have appropriate training regarding their role/responsibility.

Learning Outcome 5: Understand how to manage conflict within a team

5.1 Explain potential triggers of conflict

Lack of communication, understanding of the task/goal, different personalities, unresolved issues, general disagreements about work, jealousy, rivalry between team members, individual’s perceptions, increase in workload, management expectations, change within the organisation, lack of information sharing. Not agreeing with individuals handling of issues with young people.

5.2 Explain the impact of conflict within a team

Individual's behaviour will change, motivation reduces, the ability to achieve tasks/goals reduces, staff/volunteers leave the team or are absent, individuals are stressed/depressed/ angry, lack of cohesion, young people will pick up on conflict issues and this may impact on them and their behaviour.

5.3 Evaluate different approaches to managing conflict within a team

Understand the nature of the conflict – what are the signs, who is involved, what is the cause?

Collaboration – manager to involve team members in reaching a solution that meets everyone's needs.

Compromise – Manager to involve team members in reaching a solution – meets the needs of some but not all team members.

Decision – manager makes a decision which ignores the needs of members of the team.

Avoidance – nothing is done to address the issues.

Could invite an external facilitator to help the team find a way forward.

Mediation could be used.

Thomas Kilmann – 5 Conflict Handling Models 1984.

Tuckman 1965.

Teaching Strategies and Learning Activities

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Methods of Assessment

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Minimum requirements when assessing this unit

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- Be committed to further training and development

Grading: Pass

Evidence of Achievement

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Facilitating Youth Trips and Residentials

Unit Reference	A/506/9174
Level	3
Credit Value	6
Guided Learning Hours	28
Total Unit Time	60 (28GLH + 32 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to facilitating youth trips and residentials. 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 benefits of young people participating in trips and residentials	1.1. Explain the benefits of young people taking part in trips and residentials 1.2. Explain how residentials and trips relate to youth work learning aims and objectives
2. Understand legislation, policy and safeguarding requirements for youth trips and residentials	2.1. Describe legislative and policy requirements for trips and residentials 2.2. Explain the importance of the safeguarding of young people when on a trip or residential 2.3. Explain the risk assessment process for youth trips and residentials

	2.4. Explain emergency procedure plans for the trip or residential
3. Be able to plan youth trips or residential	<p>3.1. Plan a youth trip or residential following own organisations procedures</p> <p>3.2. Clarify roles and responsibilities to all staff and volunteers involved in the trip or residential</p> <p>3.3. Identify learning goals with young people to plan activities during the trip or residential</p> <p>3.4. Apply a range facilitation and evaluation skills during the trip or residential, to enable young people to identify whether their learning goals have been achieved</p>
4. Be able to work as part of a team during a youth trip or residential	<p>4.1. Demonstrate how to work as part of a team during a trip or residential</p> <p>4.2. Evaluate how own role and responsibilities contribute to the effectiveness of the team</p>

Supporting Unit Information

Facilitating Youth Trips and Residentials (A/506/9174) – Level 3

Indicative Content

Learners must have access to a real work environment

Learning Outcome 1: Understand the benefits of young people taking part in trips and residentials

1.1 Explain the benefits of young people taking part in trips and residentials

Can include: social skills development, character development, young people should have appropriate responsibility in the planning and organising of the trip/residential – team building, organisational skills, communication skills, decision making, risk taking, understanding risk, motivation, responsibility, relationship building, sharing experiences, independence, learning to cope with failure in a positive and supportive setting, lifetime memories, lifelong leisure/interests, self-esteem, experiencing different cultures, self-esteem and FUN

1.2 Explain how residentials and trips relate to youth work learning aims and objectives

Learners should explain the range of trips and residentials and how they meet the learning aims/objectives of their youth work setting/organisations youth work curriculum by giving examples from their experience/work practice where possible. Range can include – sports, theatre, cinema, parks, outdoor projects, activity centres, youth exchanges, camping, D of E, cultural activities, foreign travel.

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

Learning Outcome 2: Understand legislation, policy and safeguarding requirements for youth trips and residentials

2.1 Describe legislative and policy requirements for trips and residentials

Learners should be able to describe their organisations policies and procedures for trips and residentials and the statutory legislation/legal requirements. The statutory requirements refer to school educational visits and residentials but also cover youth organisations.

Duty of Care – adults/volunteers in charge of young people during a trip/residential are considered to be in “loco-parentis”. They have a duty of care towards the young people and a common-law duty to act as a reasonable parent would in similar circumstances.

Health and Safety of Pupils on Educational Visits: A Good Practice Guide 1998 + three supplementary documents in 2001 and 2002.

Welsh Assembly Government Document 1999

Adventure Activities Licencing Regulations 2004

Adventure Activities Licensing Service

2.2 Explain the importance of the safeguarding of young people when on a trip or residential

Learners should be able to provide evidence explaining how their organisations safeguarding policy and procedures impact on trips and residentials they run and why they are so important. Consider all health and safety aspects, DBS, adult/young people ratio, staffing, behaviour, boundaries, record keeping.

2.3 Explain the risk assessment process for youth trips and residentials

Refer to organisational and statutory requirements. HSE 5 steps approach to risk assessment – www.hse.gov.uk. Identify the possible hazards, who might be affected by them, safety measures needed to be in place to

reduce risks to an acceptable level, emergency procedures, type of activities, location, transport, staff skills and experience, age and size of group.

2.4 Explain emergency procedure plans for the trip or residential

Refer to organisational and legal requirements.

Learning Outcome 3: Be able to plan youth trips or residentials

3.1 Plan a youth trip or residential following own organisations procedures

See paragraph below LO4 for indicative content

3.2 Clarify roles and responsibilities to all staff and volunteers involved in the trip or residential

See paragraph below LO4 for indicative content

3.3 Identify learning goals with young people to plan activities during the trip or residential

See paragraph below LO4 for indicative content

3.4 Apply a range facilitation and evaluation skills during the trip or residential, to enable young people to identify whether their learning goals have been achieved

See paragraph below LO4 for indicative content

Learning Outcome 4: Be able to work as part of a team during a youth trip or residential

4.1 Demonstrate how to work as part of a team during a trip or residential

See paragraph below 4.2 for indicative content

4.2 Evaluate how own role and responsibilities contribute to the effectiveness of the team

These are competency based learning outcomes and should be evidenced by the learners youth work practice in organising/planning/running trips/residentials with colleagues and young people. This will include all aspects from the identification of the need for the activity, the organisational policies/procedures, risk assessments, how young people were involved in the planning/identification of learning goals, how it fits into the youth work curriculum, all planning areas, budgets, the facilitation skills the learner used and how the activity was evaluated by the learner.

Evidence can be – case studies, work product, witness statements, workplace observations by the learners assessor, reflective statements, media, reports, reflective statements.

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;
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- 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 Effectively with Vulnerable Young People

Unit Reference	F/506/9175
Level	3
Credit Value	3
Guided Learning Hours	18
Total Unit Time	30 (18GLH + 12 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to working effectively with vulnerable young people. 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 situations and contexts in which young people may be vulnerable	1.1. Explain a range of issues and forms of abuse that can affect vulnerable young people 1.2. Explain the forms of abuse that can affect vulnerable young people
2. Understand the legislation, policies, and procedures relating to the safeguarding of young people	2.1. Explain how legislation, policies and procedures regarding safeguarding impact on own role 2.2. State the boundaries of confidentiality when working with young people 2.3. Summarise the workplace incident reporting

	<p>2.4. Explain record keeping processes and their functions</p>
<p>3. Be able to communicate effectively with vulnerable young people</p>	<p>3.1. Apply communication skills with young people, in ways that are:</p> <ul style="list-style-type: none"> • sensitive • non-judgemental • age appropriate • appropriate to their understanding and preferences <p>3.2. Identify and respond to any barriers in communication with vulnerable young people</p>
<p>4. Be able to interact with young people who are vulnerable, in ways that empower both parties</p>	<p>4.1. Apply communication skills to enable young people to make their own informed decisions, so that they can:</p> <ul style="list-style-type: none"> • ask questions and seek clarification on any issues • find up to date information that supports their decision making <p>4.2. Explain the value to young people of assessing risks in their own life context</p> <p>4.3. Explain the value of young people making their own decisions</p> <p>4.4. Explain the benefits of working with other staff and organisations when supporting vulnerable young people</p>
<p>5. Be able to assess the issues and risks of harm affecting vulnerable young people</p>	<p>5.1. Assess which vulnerable young people are most at risk of harm, to include:</p> <ul style="list-style-type: none"> • contributory factors • behavioural factors • potential indicators

	<p>5.2. Explain how and where to obtain information within own organisation and from other agencies about suspected abuse</p> <p>5.3. Assess the level of support that can be given to young people:</p> <ul style="list-style-type: none">• within own role and sphere of competence• by referring to more specialised agencies <p>5.4. Distinguish between observation, facts and opinion obtained from others when assessing risks</p>
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Supporting Unit Information

Work Effectively with Vulnerable Young People (F/506/9175) – Level 3

Indicative Content

Learning Outcome 1: Understand the situations and contexts in which young people may be vulnerable

1.1 Explain a range of issues and forms of abuse that can affect vulnerable young people

See paragraph below for indicative content

1.2 Explain the forms of abuse that can affect vulnerable young people

May include: physical, sexual, emotional, neglect, institutional, self-harming, domestic abuse, bullying, harassment, abuse via the internet/social media, sexual exploitation, FGM

Learning Outcome 2: Understand the legislation, policies, and procedures relating to the safeguarding of young people

2.1 Explain how legislation, policies and procedures regarding safeguarding impact on own role

Learners should demonstrate their knowledge and understanding of the legislation, policies and procedures and how they apply them in their own youth work practice.

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.

2.2 State the boundaries of confidentiality when working with young people

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

2.3 Summarise the workplace incident reporting

See paragraph below for indicative content

2.4 Explain record keeping processes and their functions

Learners should demonstrate that they are familiar with the procedures in their organisation, their function and the learners role and responsibility within them

Learning Outcome 3: Be able to communicate effectively with vulnerable young people

3.1 Apply communication skills with young people, in ways that are:

a) sensitive b) non-judgemental c) age appropriate d) appropriate to their understanding and preferences

See paragraph below for indicative content

3.2 Identify and respond to any barriers in communication with vulnerable young people

This is a competency Learning Outcome - the evidence must come directly from the learners youth work practice – this can be evidenced by case studies, video, witness statements, assessor workplace observations, work product, professional discussions

Learning Outcome 4: Be able to interact with young people who are vulnerable in ways that empower both parties

4.1 Apply communication skills to enable young people to make their own informed decisions, so they can: a) ask questions and seek clarification on any issues b) find up to date information that supports their decision making

This is a competency assessment criteria - the evidence must come directly from the learners youth work practice – this can be evidenced by case studies, video, witness statements, assessor workplace observations, work product, professional discussions

4.2 Explain the value for young people of assessing risks in their own life context

See below for indicative content

4.3 Explain the value of young people making their own decisions

May include: personal empowerment, self-awareness, understanding of rights and responsibilities, personal safety and that of others, awareness of e-safety and cyber bullying, increased self-esteem, development of life-skills (decision making, communication, problem solving).

4.4 Explain the benefits of working with other staff and organisations when supporting vulnerable young people

Can include: Shared resources, shared experiences, access to specialist support and advice, maybe a legal requirement (Safeguarding issues)

Learning Outcome 5: Be able to assess the issues and risks of harm affecting vulnerable young people

5.1 Assess which vulnerable young people are most at risk of harm, to include:

- Contributory factors
- behavioural factors
- potential indicators

Factors may include: living/home arrangements, domestic abuse, being in care, asylum seeker, young person's environment, peer group, education, employment, physical and mental health, attitudes, beliefs, substance misuse, self-harming.

Indicators may include: personal appearance, physical – bruises, marks, self-harming, unusual behaviour patterns, aggression, withdrawal, isolation

5.2 Explain how and where to obtain information within own organisation and from other agencies about suspected abuse

Learners should research appropriate organisational, local and national statutory and third sector services/helplines, websites and develop/maintain a directory describing the service, the type of support offered, contact details, website, target group and details of the learners personal experience of the service/organisations they have worked with/contacted.

5.3 Assess the level of support that can be given to young people: a) within own role and sphere of competence b) by referring to more specialist agencies

Learners need to be aware of their own professional role and responsibilities and circumstances when they need to refer young people to specialist agencies. Evidence can come from personal experience/youth work practice.

5.4 Distinguish between observation, facts and opinion obtained from others when assessing risks

Evidence should come from the learners youth work 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.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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
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Additional Information

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Young People's Participation in Youth Work

Unit Reference	J/506/9176
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to young people's participation in youth work. 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 young people's participation in a youth work setting	1.1. Explain how young people's participation relates to the principles of youth work 1.2. Explain how young people's participation is supported by national standards 1.3. Compare and contrast models of participation 1.4. Explain the purposes of the United Nations Convention on the Rights of the Child (UNCRC) 1.5. Explain how Articles 12, 17 and 42 of the UNCRC support young people's participation in youth work

<p>2. Understand how young people's participation is evidenced in youth work</p>	<p>2.1. Evaluate examples of young people's participation in a youth work setting</p> <p>2.2. Evaluate barriers to participation within a youth work setting and present ways to overcome them</p> <p>2.3. Explain the consequences of not supporting young people's participation in relation to:</p> <ul style="list-style-type: none"> • personal practice • youth service delivery <p>2.4. Explain the impact of supporting young people's participation within youth work</p>
<p>3. Be able to support and promote young people's participation in youth work</p>	<p>3.1. Plan a project to support and promote young people's participation in a youth work setting</p> <p>3.2. Deliver a project to promote young people's participation in a youth work setting</p> <p>3.3. Evaluate the effectiveness a project to promote young people's participation in a youth work setting</p>
<p>4. Be able to evaluate personal practice in relation to young people's participation</p>	<p>4.1. Evaluate personal youth work practice in relation to young people's participation</p> <p>4.2. Create a personal development plan to promote young people's participation</p>

Supporting Unit Information

Young People's Participation in Youth Work (J/506/9176) – Level 3

Indicative Content

Learning Outcome 1: Understand young people's participation in a youth work setting

1.1. Explain how young people's participation relates to the principles of youth work

See paragraph below for indicative content

1.2 Explain how young people's participation is supported by national standards

Learners should undertake and evidence personal research to identify theories of participation that are relevant to youth work – Hart 1992, Sinclair and Franklin 2002, Warshak 2003

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

Values and principles underpinning participation: respect, equality and equity, confidentiality, accountability, reflective practice, anti-oppressive practice, choice, empowerment (Everyday Participation. UK Youth)

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.

Learners should also consider their organisations set of principles and The United Nations Conventions on the Rights of the Child (UNCRC).

1.3 Compare and contrast models of participation

Learners should undertake personal research to identify, explain and compare a range of participation models.

Models for Youth Participation – Ladder of Participation, 'Hear by Right (NYA), Voice Vehicle Checklist and Curriculum Development Model (Huskins).

Approaches to participation can include: Assigned/informed, adult initiated/shared decision making with young people, young people initiated and directed, young people initiated/shared decisions with adults, young people, consulted and informed

1.4 Explain the purposes of the United Nations Convention on the Rights of the Child (UNCRC)

See paragraph below for indicative content

1.5 Explain how Articles 12, 17 and 42 of the UNCRC support young peoples participation in youth work.

Learners should demonstrate that they have researched the UNCRC, can explain why it is important to youth work and explain and give examples from their youth work practice how they have implemented Articles 12, 17 and 42

Learning Outcome 2: Understand how young people's participation is evidenced in youth work

2.1 Evaluate examples of young people's participation in a youth work setting

Learners should reflect and evaluate their youth work practice in relation to young people's participation explaining how young people were involved with the evaluation

2.2 Evaluate barriers to participation within a youth work setting and present ways to overcome them

Barriers may include: youth workers/adults attitude based on poor previous experience, over-protection of young people, lack of youth worker skills, oppression, may be costly, need for resources, age/maturity of the young people, young people's previous poor experience, lack of understanding/experience of the concept of participation by young people

2.3 Explain the consequences of not supporting young people's participation in relation to: a) personal practice b) youth service delivery

Using their youth work experience learners must identify the consequences of not using models of participation for themselves and for their organisation/agency

2.4 Explain the impact of supporting young people's participation within youth work

Learners should provide evidence from their youth work practice of the impact on the young people, the youth workers involved and service delivery.

May include: meets legal responsibilities, meets the principles of youth work, provides supportive evidence for funding, improves services for young people, enhances the democratic process, empowerment and increased self-esteem of young people, community cohesion, and citizenship skills.

Learning Outcome 3: Be able to support and promote young people's participation in youth work

3.1 Plan a project to support and promote young people's participation in a youth work setting

See paragraph below for indicative content

3.2 Deliver a project to support and promote young people's participation in a youth work setting

See paragraph below for indicative content

3.3 Evaluate the effectiveness of a project to promote young people's participation in a youth work setting

This is a competency based Learning Outcome and the evidence must come from the learners youth work practice in planning, delivering and the evaluation of a participation project. The learner should ensure they explain the role of young people at each stage of the project. Evidence can include witness testimonies from colleagues and the young people involved, work product, media, and assessor workplace observations.

Learning Outcome 4: Be able to evaluate personal practice in relation to young people's participation.

4.1 Evaluate personal practice in relation to young people's participation

See paragraph below for indicative content

4.2 Create a personal development plan to promote young people's participation

Evidence must come from the learners youth work practice – can include reflective statements, witness statements, strengths and weaknesses, skills development, managerial supervision notes, appraisal documents.

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.

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Grading: Pass

Evidence of Achievement

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Exploring Faith and Community Values within a Youth Work Setting

Unit Reference	L/506/9177
Level	3
Credit Value	3
Guided Learning Hours	21
Total Unit Time	30 (21GLH + 9 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to exploring faith and community values 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 4.5) The learner can:
1. Understand faith and community development in a youth work setting	1.1. Describe what is meant by community, faith and inter-faith development work 1.2. Explain how young people's faith may affect their participation in activities 1.3. Describe the main approaches to youth work in faith and inter-faith contexts 1.4. Evaluate how own values and beliefs inform personal practice

<p>2. Understand the importance of supporting the rights of all young people to participate and develop own values and beliefs</p>	<p>2.1. Explain how the United Nations Convention on the Rights of the Child (UNCRC) supports:</p> <ul style="list-style-type: none"> • the development of young people’s values and beliefs • faith-based youth work <p>2.2. Explain the importance of young people’s rights in supporting faith-based youth work provision</p>
<p>3. Understand the values, practice and principles of community within a faith-based youth work setting</p>	<p>3.1. Assess the main values of work within a faith-based youth work setting</p> <p>3.2. Analyse why people get involved in community activities and the barriers to their participation</p> <p>3.3. Describe the issues around inclusion and exclusion within a faith community group and how the group can work more inclusively</p> <p>3.4. Assess youth work practice and principles within a faith community</p>
<p>4. Know how to manage personal boundaries when working in a faith based context</p>	<p>4.1. Describe what is meant by personal boundaries when working in a faith based context</p> <p>4.2. Explain the possible implications of not respecting boundaries in a faith youth work setting</p> <p>4.3. Identify ways to recognise if a person has difficulties in setting personal boundaries</p> <p>4.4. Discuss ways to support the development of personal boundaries</p>

	4.5. Explain the processes for challenging individuals where personal boundaries have been breached
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Supporting Unit Information

Exploring Faith and Community Values within a Youth Work Setting
(L/506/9177) – Level 3

Indicative Content

Learning Outcome 1: Understand faith and community development in a youth work setting

1.1 Describe what community, faith and inter-faith development work mean

'Community cannot for long feed on itself; it can only flourish with the coming of others from beyond - their unknown and undiscovered brethren.'
Howard Thurman

'**Faith** is the positive outworking of someone's spirituality through the vehicle of their chosen religion'. David Hay and Rebecca Nye (2006)

'**Interfaith** is inclusive and honors all people, religions and spiritual traditions.

Interfaith acknowledges the great Spiritual Teachers, Masters, Sages and Mystics including Jesus, Buddha, Krishna, Gandhi, Muhammad, Lao Tzu, and many more.

Interfaith is a way of life that allows each person to express the Divine in their own way.

Interfaith is an avenue of seeing and seeking the endless possibilities of Divine expression'. Kelly Jo Singleton

Learners should describe the nature of the youth work they do within a community based faith/inter-faith context. This may include organisational purpose/mission statement and how this is put into youth work practice.

1.2 Explain how young people's faith may affect their participation in activities

Core Values of Youth Work (LLUK 2012) includes: – Equity, diversity and inclusion.

Young people's faith/beliefs need to be taken into consideration by youth workers when planning activities/youth work programmes to ensure they can fully participate and identify specific arrangements that may need to be considered.

May include: single gender work to meet the cultural needs of some faiths, ensuring appropriate food is available, removing barriers, working with parents' and faith communities to ensure young people can participate.

Learners should give examples from their youth work practice explaining how young people's faith can affect their participation.

1.3 Describe the main approaches to youth work in faith and inter-faith contexts.

Learners should describe the approaches they use within their own organisation when working in a faith and inter-faith context with examples for their youth work practice

1.4 Evaluate how own values and beliefs inform personal practice.

Learners should consider their personal values and beliefs and evaluate the impact they have on their youth work practice – this can be cross-referenced to the Theory of Youth Work unit 6.1 and 6.2.

Learning Outcome 2: Understand the importance of supporting the rights of all young people to participate and develop own values and beliefs

2.1 Explain how the United Nations Convention on the Rights of the Child (UNCRC) supports:

- a) the development of young people's values and beliefs
- b) faith-based youth work

Learners should demonstrate they understand the purpose of the UNCRC.

Will include Articles: 2, 4, 12, 14, and 30. Learners should identify other Articles that apply to their youth work and give examples from their youth work practice.

2.2 Explain the importance of young people's rights in supporting faith-based youth work provision.

Meets the core values/principles of Youth Work, encourages empowerment and ownership, young person centred approach, meets requirements of the Equality Act 2010 and UNCRC.

Learning Outcome 3: Understand the values, practice and principles of community within a faith-based youth work setting

Community values, practice and principles may include: promoting inclusion/challenging exclusion, promoting cohesion and understanding among faiths, developing citizenship, empowerment, and shared collaboration, influencing local policy, ownership, social justice and equity.

3.1 Assess the main values of work within a faith-based youth work setting.

Learners should include the core values/principles of youth work (LLUK 2010) in addition to the values of their own organisation:

- Equality and anti-discrimination
- Anti-oppressive practice
- Diversity of experience
- Empowerment and participation
- Promotion of acceptance and understanding

3.2 Analyse why people get involved in community activities and the barriers to their participation.

The Young Foundation 2010 Why Do Some People Get Involved? :

- Personal interest
- Common interest
- An aspiration to change things
- Faith
- Exposure and access to community and voluntary sectors
- An opportunity to voice opinions

Klandermans (2004) suggests people get involved for:

- **Instrumentality** – a desire to change circumstances
- **Identity** – to belong to a group
- **Meaning** – to give meaning to one's life

Barriers to participation can be: discrimination, lack of confidence/self esteem, worrying about not fitting in, previous poor experience of participation, fear of rejection, lack of trust, perceptions of others who participate, lack of time, lack of family support

3.3 Describe the issues around inclusion and exclusion within a faith community group and how the group can work more inclusively.

Issues can include: race, gender, sexual orientation, fundamentalism, traditional culture, family resistance and class dimension

3.4 Assess youth work practice and principles within a faith community.

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.

Key principles of youth work: LLUK 2012

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

Learners should also consider their organisations youth work principles and practice.

Learning Outcome 4: Know how to manage personal boundaries when working in a faith based context

4.1 Describe what is meant by personal boundaries when working in a faith based context.

NYA Ethical Code in Youth Work: Youth Workers have a commitment to recognise the boundaries between personal and professional life and be aware of the need to balance a caring and supportive relationship with young people with appropriate professional distance.

Useful reference: Managing and Maintaining Personal and Professional Boundaries www.youthworktoolbox.com

4.2 Explain the possible implications of not respecting boundaries in a faith youth work setting.

Can include: lose young peoples trust, danger to the reputation of the organisation/project, lose respect/trust of colleagues, breaking ethical code/organisations code of behaviour, possible loss of job/employment

4.3 Identify ways to recognise if a person has difficulties in setting personal boundaries.

Observation of practice, colleagues' language, appearance, attitude, behaviour, feedback/comments from young people and other colleagues

4.4 Discuss ways to support the development of personal boundaries.

Management supervision, non-managerial supervision, peer mentoring, Continuing professional development opportunities through training.

4.5 Explain the processes for challenging individuals where personal boundaries have been breached

Learners should refer to their organisations policy/guidelines on whistleblowing.

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

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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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- 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 understanding 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*:

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- worksheets/workbooks
- recorded evidence (e.g. video or audio)
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- 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

Managing Performance in a Youth Work Setting

Unit Reference	R/506/9178
Level	3
Credit Value	3
Guided Learning Hours	15
Total Unit Time	30 (15GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to managing performance in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.5) The learner can:
1. Understand the role, functions and processes of management	1.1. Assess theories and models of management 1.2. Analyse a manager's responsibilities for planning, coordinating and controlling work 1.3. Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
2. Understand the role of management in a youth work setting	2.1. Identify the role of management in a youth work setting 2.2. Explain the importance of effective decision-making in planning youth work programme

	<p>2.3. Identify information required to make decisions that take into account business objectives, values and policies</p> <p>2.4. Explain how one model of management could be used to guide a manager's actions</p>
<p>3. Understand performance management in a youth work setting</p>	<p>3.1. Explain the difference between outcomes and outputs</p> <p>3.2. Explain the relationship between business objectives and performance management</p> <p>3.3. Describe performance management techniques suitable for a youth work setting</p> <p>3.4. Explain the features of a performance management system</p> <p>3.5. Describe the use of management information and accounts in performance management</p>

Supporting Unit Information

Managing Performance in a Youth Work Setting (R/506/9178) – Level 3

Indicative Content

Learning outcome 1: Understand the role, functions and processes of management

1.1 Assess theories and models of management.

Learners should research different management styles and analyse three that are appropriate for the youth work setting giving examples from their youth work practice (also see 2.4) e.g. Belbin, John Adair, W.J. Reddin, J.S. Adams, Henry Mintzberg, F. Herzberg, McGregor.

1.2 Analyse a managers responsibilities for planning, coordinating and controlling work.

Learners should refer to their job description and organisation expectations of the manager's responsibilities in the youth work setting in regards to planning, coordinating and controlling youth work.

1.3 Explain how a manager's role contributes to the achievement of an organisations vision, mission and objectives.

Have a common sense of purpose of the work, established value base, good communication skills, clear lines of accountability, ability to inspire and motivate staff and volunteers and young people, have clear goals, trust, negotiation skills, clarity, deal with team issues immediately, practice what you preach – be a positive role model, give constructive feedback to team members, be consistent, create practices that support achievement and team cohesion, time management, delegation skills and record keeping.

Learners should also refer to organisational principles/management framework policies/procedures.

Learning Outcome 2: Understand the role of management in a youth work setting.

2.1 Identify the role of management in a youth work setting.

Learners should also refer to organisational principles/management framework policies/procedures and their job description for specific role/responsibilities.

May include: being involved in setting strategic direction of the organisation and or carrying out the strategic direction set by higher management. Manager may have to balance personal vires and those of the organisation.

Will also involve: staff/volunteer recruitment and their management and responsibility for their professional development and well-being, performance review of the team; Managing grievance and disciplinary procedures; Managing a budget and allocation funds to projects, accountability for financial matters. Implementation of all legislation and organisational policies and procedures and may involve monitoring, reviewing these and contributing to their development; Managing change; Record keeping, reporting to higher management/ management committees, trustees. Attending inter-agency meetings/networking; Quality assurance.

2.2 Explain the importance of effective decision-making in planning youth work.

Decisions need to be based on understanding the problem/issue and a well thought out rationale, which you can communicate to others. Tools that can aid decision-making can include a SWOT analysis or PEST analysis. Need to consider the impact the decision will have on colleagues, the organisation, young people, wider community and partners.

Learners should give examples from their youth work practice.

2.3 Identify information required to make decisions that take into account business objectives, values and policies.

May include: nature of the problem/issue, strategic information, financial considerations, feedback from stakeholders including young people,

community and staff team/colleagues, impact on the work of the organisation and partners.

2.4 Explain how one model of management could be used to guide a manager's actions.

Choose one of the models of management identified in 1.1.

Learning Outcome 3: Understand performance management in a youth work setting.

3.1 Explain the difference between outcomes and outputs.

Outputs refer to "what the organisation does" - the service or activities of the organisation.

Outcomes refer to "what the difference is" - the changes, benefits, learning as a result of the services/activities.

3.2 Explain the relationship between business objectives and performance management.

Business objectives provide a clearly defined target. They are the organisations stated business aims and are measurable. Plans are laid to help achieve the objectives, which involve the staff team understanding their role which helps to achieve them. Effective business objectives are made using a SMART approach (Specific, Measureable, Agreed, Realistic, Time bound).

Performance management is a framework whereby managers and employees plan, monitor and review the employees work against agreed work (business) objectives, identify areas for development and set new targets. Performance management must be recorded on appropriate organisational paperwork.

3.3 Describe the performance management techniques suitable for a youth work setting.

See paragraph below for indicative content

3.4 Explain the features of a performance management system.

See paragraph below for indicative content

3.5 Describe the use of management information and accounts in performance management.

Learners should refer to the range of performance management techniques (supervision) used in their organisation. What are the elements of supervision? (Accountability, staff development, staff care/welfare, mediation). One to one with staff member and manager, group supervision, peer supervision. External supervision. Non-managerial supervision. How often does it take place? How is it recorded? Appraisal system.

Definition: 'Supervision is, in principle at least, a process through which an organisation seeks to meet its objectives through empowering its staff. This involves a range of tasks:

- Monitoring work tasks and workload
- Supporting staff through difficulties
- Promoting staff development
- Acting as a mediator between workers and higher management, where necessary
- Problem solving
- Ensuring legal and organisational requirements and policies are adhered to
- Promoting teamwork and collaboration

Neil Thompson 2007

Formal: Should be planned, both parties should prepare for the session, agreed agenda, use organisational framework including format for the supervision, agreed venue, time, date, review practice, critical/positive feedback, identifying issues/concerns – personal and professional, recognition of achievement/good practice, all should be recorded, signed and dated by the supervisor and the supervisee. Dates agreed for next meeting.

Non - Managerial Supervision: could be with colleague or peer supervision. Maybe with colleagues from other agencies if working on a shared/multi-agency project.

External supervision: the organisation arranges for support/supervision by a professional from an external agency or consultant. If staff member is in training there might be supervision from their trainer or assessor. Both parties should keep appropriate records.

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.

Method 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 understanding of the requirements for competency based assessment;

- 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 understanding 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

Managing a Budget within a Youth Work Setting

Unit Reference	Y/506/9179
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to managing a budget 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 4.4) The learner can:
1. Understand how to identify budgetary requirements	1.1. Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve a realistic budget 1.2. Describe the components of a budget sheet 1.3. Define the elements needed to gain stakeholder support for the budget
2. Be able to set a budget	2.1. Describe the importance of budget setting in a youth work setting 2.2. Analyse information that enables realistic budgets to be set

	<p>2.3. Perform a risk assessment and create a contingency plan</p> <p>2.4. Assess organisational policies and procedures relating to budget setting</p> <p>2.5. Develop a feedback mechanism against the budget for fund holders in order that they can track own progress</p>
<p>3. Be able to manage a budget</p>	<p>3.1. Apply budget monitoring and control techniques</p> <p>3.2. Identify causes of variations on the budget</p> <p>3.3. Propose realistic revisions to be made to the budget, supporting recommendations with evidence</p> <p>3.4. Carry out budget related reports and information within agreed timescales</p> <p>3.5. Explain the actions to be taken in the event of suspected instances of fraud, malpractice of money</p>
<p>4. Be able to evaluate the use of a budget</p>	<p>4.1. Undertake a SWOT analysis in terms of what has worked and what are areas for improvement</p> <p>4.2. Evaluate own role and responsibility in terms of what has worked and areas for improvement</p> <p>4.3. Evaluate the effectiveness of the budget setting process and make recommendations</p> <p>4.4. Evaluate with fund holder the effectiveness of the reports data used to monitor key milestones in funded work</p>

Supporting Unit Information

Managing a Budget within a Youth Work Setting (Y/506/9179) – Level 3

Indicative Content

Learning Outcome 1: Understand how to identify budgetary requirements

1.1 Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve a realistic budget.

Learners should explain how they calculate the costs of activities, resources and overheads – this may be determined by using an organisational framework/structure.

Overhead are the core costs of running the organisation/project – heating, lighting, rent, insurance, depreciation, admin costs.

Resource costs include staffing, materials, and equipment.

1.2 Describe the components of a budget sheet.

Main parts of a budget should include:

- The objectives of the budget/project
- Income
- Expenditure
- Projected project costs
- Overheads
- Staff costs
- Resources/equipment
- Timeframe – Allocation of income and costs on weekly/monthly/annual

1.3 Define the elements needed to gain stakeholder support for the budget.

Stakeholders may be: management committee/trustees, employers, funders, young people, and staff.

The learner should demonstrate how they gain support for their budget plans – who the stakeholders are and how they were involved. This may

include support for the project objectives, funding stream, success criteria (what will be achieved), evaluation/review structure and time frame

Learning Outcome 2: Be able to set a budget

2.1 Describe the importance of budget setting in a youth work setting.

May include: provides a formal structure and framework to plan and manage activities, income and expenditure, meets the requirements of stakeholders, organisational/legal/Charity Commission requirements. May be public funding so needs to be open to scrutiny by local authority/government. Ensures that the project/activity spending stays within the budget – do not overspend. Young people can be involved in budget planning – useful youth work tool to develop financial awareness skills.

2.2 Analyse information that enables budgets to be set.

Learners should provide evidence of the types of information they have used when setting their budget.

2.3 Perform a risk assessment and create a contingency plan.

Risk assessment to determine the validity of the activity/budget against potential loss to income/over expenditure/risk of losing funding/possible variations on the budget.

Contingency plan – a plan of action to be prepared in case of loss of funding, lack of participants, key staff, failure/replacement of key equipment and resources.

2.4 Assess organisational policies and procedures relating to budget setting.

Learners should undertake an evaluation of their organisations policies/procedures assessing if they are fit for purpose, meet the needs of the organisation, regularly reviewed, known by all appropriate staff, are easily assessable and understood by everyone involved.

2.5 Develop a feedback mechanism against the budget for fund holders in order that they can track own progress.

Learners should provide evidence of the feedback mechanism they have put in place, which enables them to track and record the budget progress. This may have been pre-determined by certain funders – Lottery, local authority grants etc.

Learning Outcome 3: Be able to manage a budget

Evidence from the following competency based assessment criteria must come from the learners direct youth work practice.

3.1 Apply budget monitoring and control techniques.

See paragraph below for indicative content

3.2 Identify causes of variations on the budget.

See paragraph below for indicative content

3.3 Propose realistic revisions to be made to the budget, supporting recommendations with evidence.

See paragraph below for indicative content

3.4 Carry out budget related reports and information within agreed timescales.

Evidence can be in the form of assignments, reports, witness statements, assessor observation, work product and the learner's written statements.

Learning Outcome 4: Be able to evaluate the use of a budget

Evidence for the following competency based assessment criteria must come from the learners direct youth work practice.

4.1 Undertake a SWOT analysis in terms of what has worked and what are areas for improvement.

See paragraph below for indicative content

4.2 Evaluate own role and responsibility in terms of what has worked and areas for improvement.

See paragraph below for indicative content

4.3 Evaluate the effectiveness of the budget setting process and make recommendations.

See paragraph below for indicative content

4.4 Evaluate with fund holder the effectiveness of the reports data used to monitor key milestones in funded work.

Evidence can be in the form of assignments, reports, witness statements, assessor observation, work product, professional discussions, and personal development plan, involvement of young people in the evaluation process, supervision records, funders' reports/records of meeting and the learner's written statements.

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 understanding of the requirements for competency based assessment;
- 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;
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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

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Effective Outcomes-Based Youth Work

Unit Reference	L/506/9180
Level	3
Credit Value	2
Guided Learning Hours	12
Total Unit Time	20 (12GLH + 8 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to effective outcomes-based youth work. 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. Understand the principles of outcomes-based youth work	1.1. Explain the principles of outcomes-based youth work and how it relates to youth work practice 1.2. Analyse how outcomes-based practice can result in positive changes in individuals' lives
2. Understand the importance of identifying outcomes for youth work	2.1. Explain the importance of identifying outcomes for youth work 2.2. Compare and contrast the different levels and types of outcomes and their impact on young people, key stakeholders and the local community

<p>3. Be able to develop an outcomes-based youth work programme</p>	<p>3.1. Develop an outcomes-based youth work programme for young people to include:</p> <ul style="list-style-type: none"> • research • policy • objectives • short, medium and long term outcomes • monitoring and improvements • evaluation
<p>4. Know how to communicate effectively the outcomes of a programme to key stakeholders</p>	<p>4.1. Explain different methods of communicating outcomes to key stakeholders</p> <p>4.2. Explain how to present outcomes to key stakeholders using different communication methods</p> <p>4.3. Evaluate the most effective approach to communication with stakeholders</p>

Supporting Unit Information

Effective Outcomes-Based Youth Work (L/506/9180) – Level 3

Indicative Content

Learning Outcome 1: Understand the principles of outcomes-based youth work

1.1 Explain the principles of outcomes-based youth work and how it relates to youth work practice

'Outcomes are anticipated to occur as a result of the work' – Youth Work – Preparation for Practice (Wood, Westwood, Thompson) 2015.

Inputs are the resources needed – staffing, funding, specific equipment

Outcomes are specific, measurable changes or differences your work achieves. Outputs are the things you do, your activities or services

Impact is the overall effect the work has in the long-term.

Principles may include:

- clear aims and objectives
- the target group of young people
- needs of the young people
- resources needed
- partners and other stakeholders
- how young people are involved in the planning, delivery and evaluation
- policy areas met
- set short, medium and long term outcomes
- monitoring and reviewing and final evaluation methods
- further action that might be needed

Learners should understand the particular principles of outcomes-based practice in their organisation and evidence how they underpin and impact their youth work practice.

1.2 Analyse how outcomes-based practice can result in positive changes in individuals' lives

The Outcomes Framework proposes Capability Clusters, which focus on positive outcomes for young people: Communication, Confidence & Agency, Planning and Problem Solving, Relationships and Leadership, Creativity, Resilience & Determination and Managing Feelings.

Learners should analyse and critically review their outcomes-based practice explaining the nature of the planned outcomes and how they achieved a positive change for the young people involved. They should consider the end result for the young people involved, the difference made, which activities were successful/most effective, were the outcomes all met, were there any unplanned outcomes and young people involvement in the process.

Learning Outcome 2: Understand the importance of identifying outcomes for youth work

2.1 Explain the importance of identifying outcomes for youth work

May include: provides a framework for the delivery of youth work, supports youth workers to be clear about the interventions they make, gives young people a voice (empowerment/participation), provides service managers/funders with information, values youth work in the eyes of stakeholders, measures distance travelled by young people, provides information to policy makers

2.2 Compare and contrast the different levels and types of outcomes and their impact on young people, key stakeholders and the local community

The Young Foundation 2012 – The Outcomes Framework suggests two types of outcomes: Intrinsic which are valued by and relate to individuals and Extrinsic which can be measured and valued by other people. Learners should provide an overview of all of the types and levels of outcomes that underpin their youth work practice and compare/contrast them for effectiveness and how they meet the needs of young people, the key stakeholders and the local community.

Learning Outcome 3: Be able to develop an outcomes-based youth work programme

3.1 Develop an outcomes-based youth work programme for young people to include:

- a) research
- b) policy
- c) objective
- d) short, medium and long term outcomes
- e) monitoring and improvements
- f) evaluation

Learners should be encouraged to cross-reference this assessment criterion to the Work-based Practice in Youth work Unit.

Learning Outcome 4: Know how to communicate effectively the outcomes of a programme to key holders

4.1 Explain different methods of communicating outcomes to key stakeholders

See paragraph below for indicative content

4.2 Explain how to present outcomes to key stakeholders using different communication methods

See paragraph below for indicative content

4.3 Evaluate the most effective approach to communication with stakeholders

The evidence for this learning outcome must come from the learners youth work practice based on the range of methods they used to communicate with stakeholders.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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:

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- Assessment Guidance
- ERR workbook

Anti-Discriminatory Practice in Youth Work

Unit Reference	H/506/9217
Level	3
Credit Value	3
Guided Learning Hours	20
Total Unit Time	30 (10GLH + 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 5) The learner will:	Assessment Criteria (1.1 to 5.2) The learner can:
1. Understand anti-discriminatory practice in youth work.	1.1. Define what is meant by anti-discriminatory practice. 1.2. Explain how anti-discriminatory practice relates to the principles of youth work. 1.3. Explain the principles of anti-discriminatory practice. 1.4. Describe the current legislation that relates to anti-discriminatory practice. 1.5. Explain what is meant by protected characteristics groups.

<p>2. Understand how anti-discriminatory practice impacts on youth work delivery.</p>	<p>2.1. Evaluate a youth work environment in relation to anti-discriminatory practice.</p> <p>2.2. Explain the consequences of not meeting the protected characteristics of a group in relation to:</p> <ul style="list-style-type: none"> • personal practice • youth service delivery <p>2.3. Explain how the needs of protected characteristics groups can be met:</p> <ul style="list-style-type: none"> • through personal practice • within the youth work environment
<p>3. Understand prejudice and discrimination.</p>	<p>3.1. Explain the meaning of the following terms:</p> <ul style="list-style-type: none"> • prejudice • stereotyping • stigma • labelling • discrimination • equality • diversity <p>3.2. Critically compare the differences between prejudice and discrimination.</p> <p>3.3. Explain the following types of discrimination:</p> <ul style="list-style-type: none"> • direct discrimination • indirect discrimination • discrimination by association • perception discrimination • harassment • third party harassment • victimisation
<p>4. Understand how to evaluate personal practice in relation to anti-discriminatory practice.</p>	<p>4.1. Evaluate personal youth work practice in relation to anti-discriminatory practice.</p> <p>4.2. Create a development plan in relation to anti-discriminatory practice.</p>

Supporting Unit Information

Anti-Discriminatory Practice in Youth Work (H/506/9217) – Level 3

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 organisations definition and should provide evidence that they have considered 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 Explain how anti-discriminatory practice relates to the principles of youth work.

Learners should give examples from their youth work practice. They should be able to explain how local/organisational codes of practice/principles underpin anti-discriminatory practice.

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

1.3 Explain 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
- Be able to implement anti-discriminatory practices
- Appropriate language skills
- CPD – staff development, appraisals, supervision
- How they support colleagues around anti-discriminatory practice
- 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 Describe the current legislation that relates to anti-discriminatory practice

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

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

Learners should also demonstrate that they can describe local codes of practice and organisational policies and procedures.

1.5 Explain what is meant by protected characteristics groups

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

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 how anti-discriminatory practice impacts on youth work delivery

2.1 Evaluate a youth work environment in relation to anti-discriminatory practice

Learners should undertake and evaluate an audit of their youth work provision/setting/building/facilities in relation to anti-discriminatory practice. This should include an evaluation of the settings anti-discriminatory policies/procedures.

2.2 Explain the consequences of not meeting the protected characteristics of a group in relation to:

- personal practice
- youth service delivery

Learners should refer to the Equality Act 2010 and their organisations code of practice and explain the consequences of not working within the law. Breaking code of conduct, not working within legal and organisational

policies can lead to disciplinary procedures. Can lose the trust and respect of young people and peers. 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.

2.3 Explain how the needs of protected characteristics groups can be met:

- Through personal practice
- Within the youth work environment

Learners should give examples from their youth work practice demonstrating how they have met the needs of protected characteristic groups. This can include their own interventions and those of colleagues/young people. Promoting rights, education opportunities, removing barriers, challenging inappropriate language/bullying. Use of media/resources/posters, issue based youth work.

Learning Outcome 3: Understand prejudice and discrimination

3.1 Explain the meaning of the following terms:

- Prejudice
- Stereotyping
- Stigma
- Labelling
- Discrimination
- Equality
- Diversity

Learners should demonstrate that they have undertaken personal research and can define the following in their own words. Research sources should be referenced. They should, as far as possible, be able to give examples from their youth work practice to highlight each area.

- 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 to
- 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 – a 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.

3.2 Critically compare 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

3.3 Explain the following types of discrimination:

- direct discrimination
- indirect discrimination
- discrimination by association
- perception discrimination
- third party harassment
- victimisation

Learners should undertake personal research to define and explain the list and give examples from their youth work practice or everyday experiences. Research sources should be referenced.

Learning Outcome 4: Understand how to evaluate personal practice in relation to anti-discriminatory practice

4.1 Evaluate personal youth work practice in relation to anti-discriminatory practice

See paragraph below for indicative content

4.2 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 understanding of the requirements for competency based assessment;
- 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 understanding 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

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

Unit Reference	L/506/9423
Level	3
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.	<p>1.1. Describe the legal entitlements of young people with disabilities and those with additional learning needs.</p> <p>1.2. Describe the assessment and intervention frameworks for young people with disabilities and those with additional learning needs.</p> <p>1.3. Describe the purpose of individual plans for young people with disabilities and those with additional learning needs.</p>

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

<p>additional learning needs to participate in the full range of activities and experiences.</p>	<p>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.</p> <p>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.</p>
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Supporting Unit Information

Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting (L/506/9423) – Level 3

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 challenged 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 delivering this unit 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 Describe the assessment and intervention frameworks for young people with disabilities and those with additional learning needs.

Learners should be able to describe 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 Describe 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 Explain the principles of working inclusively with young people with disabilities and those with additional learning needs.

Learners should demonstrate that they understand and can explain the principles and relate them to their youth work practice with examples evidencing how they have worked inclusively.

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 support young people to identify their individual needs by giving examples from their youth work practice.

2.1 Explain 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: - is an umbrella term referring to individuals whose needs differ from others.

2.2 Describe 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, mental health, speech and language difficulties, dyslexia, dyspraxia. Can also be behavioural difficulties/issues? Illnesses – diabetes, cystic fibrosis etc.

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

Reasonable adjustments: Youth Work 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 Explain young people's own role in deciding their needs.

Learners should provide evidence from their youth work practice explaining 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 Explain 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 Describe the individual needs, capabilities and interests of young people with disabilities and those with additional learning needs within the work setting.

Learners should provide evidence from their youth work practice describing individual needs of young people they are working with.

This should include a description of the individual needs, capabilities and interests of disabled young people and those with additional learning needs from the young people themselves, family members, colleagues within the setting, external support agencies, individual plans.

3.2 Evaluate 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 those with 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 adaptations identified? How did you involve young people in the identification? 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.

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

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, 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

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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- 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.

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Additional Information

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

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- Assessment Guidance

- ERR workbook

Supervision in the Youth Work Context

Unit Reference	K/506/9235
Level	3
Credit Value	4
Guided Learning Hours	25
Total Unit Time	40 (25GLH + 15 hours for independent research and assessment)
Unit Summary	This unit outlines knowledge and skills relating to supervision in a youth work context. 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 the range of roles and functions of supervision.	1.1. Analyse the key roles of supervision in supporting youth workers. 1.2. Explain the functions of supervision.
2. Understand organisational arrangements for providing supervision.	2.1. Justify the key requirements of a model arrangement for supervision. 2.2. Explain the arrangements for supervision within own organisation. 2.3. Review the effectiveness of supervision arrangements used in own organisation.

<p>3. Understand the requirements for a successful supervision environment.</p>	<p>3.1. Explain the importance of establishing an effective relationship at the start of supervision.</p> <p>3.2. Summarise key communication skills used in supervision.</p> <p>3.3. Explain professional boundaries required for supervision.</p> <p>3.4. Summarise the record-keeping required for best practice.</p>
<p>4. Understand the importance of reflective practice and its application to youth work.</p>	<p>4.1. Explain the importance of developing own reflective practice.</p> <p>4.2. Evaluate the application of reflective practice to youth work.</p>
<p>5. Be able to undertake a supervision session in the supervisor role.</p>	<p>5.1. Apply own supervision skills to a one-to-one supervision session.</p> <p>5.2. Evaluate own supervision session by reflecting on own performance.</p> <p>5.3. Identify areas of own development in supervision skills.</p>

Supporting Unit Information

Supervision in the Youth Work Context (K/506/9235) – Level 3

Indicative Content

Learning Outcome 1: Understand the range of roles and functions of supervision

1.1 Analyse the key roles of supervision in supporting youth workers.

See paragraph below for indicative content

1.2 Explain the functions of supervision

Definition:

'Supervision is, in principle at least, a process through which an organisation seeks to meet its objectives through empowering its staff.'

This involves a range of tasks:

- Monitoring work tasks and workload
- Supporting staff through difficulties
- Promoting staff development
- Acting as a mediator between workers and higher management, where necessary
- Problem solving
- Ensuring legal and organisational requirements and policies are adhered to
- Promoting teamwork and collaboration'
- Neil Thompson 2007

Formal: Should be planned, both parties should prepare for the session, agreed agenda, use organisational framework including format for the supervision, agreed venue, time, date, review practice, critical/positive feedback, identifying issues/concerns – personal and professional, recognition of achievement/good practice, all should be recorded, signed and dated by the supervisor and the supervisee. Dates agreed for next meeting.

Non - Managerial Supervision: could be with colleague or peer supervision.

External Supervision – the organisation arranges for support/supervision by a professional from an external agency or consultant. If staff member is in training there might be supervision from their trainer or assessor. Both parties should keep appropriate records.

'Supervision provides a structure for professional youth work practice, where supervisees can reflect on recent practice and plan future developments that are consistent with youth work principles'. Kate Sapin: Essential Skills for Youth Work Practice

Learning Outcome 2: Understand organisational arrangements for providing supervision

2.1 Justify the key requirements of a model arrangement for supervision.

Can include: the principles underpinning supervision within the organisation, the roles of the supervisor and the supervisee, timeframes, expectations, recording framework.

2.2 Explain the arrangements for supervision within own organisation.

Learners should refer to the range of performance management techniques (supervision) used in their organisation. The roles of those involved, timeframe, venues, boundaries, reviews, recording system and annual appraisal arrangements. There is no requirement for the learner to put the organisations policy/procedure handbook in their portfolios.

2.3 Review the effectiveness of supervision arrangements used in own organisation.

Learners should undertake a review of the supervision arrangements in their organisation – this can be in the form of a questionnaire to colleagues, Survey Monkey, research etc. Learners should make a valid conclusion based on their research as to the effectiveness of the arrangements.

Learning Outcome 3: Understand the requirements for a successful supervision environment

3.1 Explain the importance of establishing an effective relationship at the start of supervision.

Can include: shared understanding of the purpose of supervision importance of trust, understanding, professional respect, agreed boundaries, confidentiality, openness and honesty.

3.2 Summarise key communication skills used in supervision.

Includes: active listening, awareness of body language, feedback skills, clarification/reviewing what is being said, establishing arrangements for supervision – emails, phone, and formal notification of arrangements, writing and recoding skills.

3.3 Explain professional boundaries required for supervision.

Learners should refer to their organisations policy/procedures for identification of specific professional boundaries that might apply to them.

Can include: confidentiality agreements, understanding of the roles and responsibilities of the supervisor and the supervisee, ensuring supervision takes place in an appropriate environment which is interruption free and in which both parties are comfortable, not cancelling supervision or being late.

3.4 Summarise the record-keeping required for best practice.

Learners should refer to their own organisations record-keeping arrangements. Are they fit for purpose? Are they regularly reviewed? Are they accurate, useful? Does the supervisee receive them in appropriate time? Are record keeping systems appropriate?

Learning Outcome 4: Understand the importance of reflective practice and its application to youth work

4.1 Explain the importance of developing own reflective practice.

Develops awareness, identifies areas for development, can be discussed and shared in supervision, learning from experience, consider decisions

and consequences, improves professional practice, what went wrong – what went right – what would I do in the future?

4.2 Evaluate the application of reflective practice to youth work.

Learners should undertake an evaluation of their reflective practice as a youth worker – what model is used, how it is recorded, how is it used in supervision and highlight this with examples from their own youth work practice.

Learning Outcome 5: Be able to undertake a supervision session in the supervisor role

5.1 Apply own supervision skills in a one-one-supervision session.

Learners must provide evidence from their youth work practice demonstrating their skills in carrying out a supervision session with a supervisee. Evidence must be from their direct youth work practice – simulation is not permitted.

5.2 Evaluate own supervision session by reflecting on own performance.

See paragraph below for indicative content

5.3 Identify areas of own development in supervision skills.

Learners should evaluate their own supervision practice and identify any areas for professional development, which can support them in this development and a timeframe for action.

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 understanding of the requirements for competency based assessment;
- 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 understanding 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	<p>This unit outlines knowledge and skills relating to employment rights and responsibilities.</p> <p>The unit is intended to cover the requirements of employment rights and responsibilities within the Youth Work Apprenticeship Framework for England.</p> <p>Learners must have access to a real work environment.</p>
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: <ul style="list-style-type: none"> • Organisation structure • Organisation values • Organisation marketplace • Organisation approaches to career development and training

	<p>2.2. Outline the main changes that have taken place in the organisations area of business.</p> <p>2.3. Describe how the changes in 2.2 have affected individuals' working practice.</p>
<p>3. Know employment responsibilities and rights.</p>	<p>3.1. Illustrate a range of employer and employee statutory responsibilities and rights under employment law. Include at least:</p> <ul style="list-style-type: none"> • 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 <p>3.2. Describe the health and safety legal requirements relevant to the organisation.</p> <p>3.3. Outline the implications of health and safety legal requirements for own job role</p>
<p>4. Understand documents relevant to own employment.</p>	<p>4.1. Describe the main terms and conditions of a contract of employment.</p> <p>4.2. Outline the contents and purpose of a job description.</p> <p>4.3. Describe the types of information held on personnel records.</p> <p>4.4. Illustrate how to update information held on personnel records.</p> <p>4.5. Interpret the information shown on a pay slip or other statement of earnings.</p>

<p>5. Know key employment procedures at work.</p>	<p>5.1. Describe the procedures to follow if someone needs to take time off.</p> <p>5.2. Describe the procedures to follow if there is a grievance.</p> <p>5.3. Describe the procedures to follow if there is evidence of discrimination or bullying.</p> <p>5.4. Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none">• Internal to their organisation• External to their organisation
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Supporting Unit Information

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

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 understanding of the requirements for competency based assessment;

- 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 understanding 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
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- 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

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- Units and ROC
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- 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 certificated achievement which is deemed to be of equivalent value to a unit within 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 by 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 Qualifications' which can be downloaded from <http://www.abcawards.co.uk/centres-2/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's⁶). 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.

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 fieldwork⁸ activities, within the last 3 years.

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 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.

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/ETS⁹
- 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.

Minimum 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		

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

Optional units L2&3	Relevant qualification/expertise*		
<p>*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.</p>			

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.