

SEG Awards Level 1 Certificate in Exploring Youth Work

Qualification Guidance

Level 1 Certificate – 603/4796/X (England)

Level 1 Certificate – C00/4042/3 (Wales)



About Us

Skills and Education Group Awards 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.

Skills and Education Group Awards 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: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The Skills and Education Group Awards website www.skillsedugroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is C4305-C1.

Version	Date	Details of change
1.0	01/09/2019	New qualification guide
1.1	15/11/2019	Unit table update
1.2	09/06/2020	Change to unit title page 13. Now reads as 'Working with Young People in the Local Community'
1.3	09/06/2020	Change to wording in assessment criteria 3.1 in unit titled 'Safe Practice within a Youth Work Setting'. Now reads as 'Explain the difference' and not 'Explain the differences' page 11
1.4	20/08/2021	New review date
1.4	20/08/2021	Reference to ABC removed

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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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 Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Level 1 Certificate in Exploring Youth Work has been developed with industry experts. This preparatory provision allows learners to gain knowledge and understanding of working within the youth work sector. The units within this qualification are all mandatory to ensure learners are well equipped to progress onto further training opportunities.

Qualification Structure and Rules of Combination

Rules of Combination:

Learners must achieve 17 credits by completing all of the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
An Introduction to the Youth Work Sector	M/617/6734	1	3	27
Communication and Group Work Skills	T/617/6735	1	2	20
Delivering a Youth Work Programme	A/617/6736	1	3	27
Safe Practice within a Youth Work Setting	F/617/6737	1	3	27
Self-Assessment for Youth Work Practice	J/617/6738	1	2	20
Working with Young People in the Local Community	L/617/6739	1	4	40

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

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

Progression Opportunities

Learners who successfully complete this Level 1 qualification could progress to a Level 2 qualification in Youth Work. They could also progress onto appropriate specialised diplomas at Level 2, or onto related Apprenticeships.

If successful at Level 2, learners may progress onto appropriate Level 3 programmes as a route to Foundation Degrees and Higher Education.

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.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
Level 1 Certificate in Exploring Youth Work – 603/4796/X	
Qualification Purpose	B2 Develop knowledge and/or skills in a subject area
Age Range	Pre 16 ✓ 16-18 ✓ 18+ ✓ 19+ ✓
Regulation	The above qualification is regulated by Ofqual
Assessment	<ul style="list-style-type: none"> Internal assessment Internal and external moderation
Type of Funding Available	See Learning Aims Search website
Qualification/Unit Fee	See Skills and Education Group Awards website for current fees and charges
Grading	<p>Pass</p> <p>To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)</p>
Operational Start Date	01/09/2019
Review Date	31/01/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	161
Total Qualification Time (TQT)	170
Skills and Education Group Awards Sector	Youth and Community
Ofqual SSA Sector	1.3 Health and Social Care
Support from Trade Associations/Stakeholder Support	
Administering Office	See Skills and Education Group Awards web site

Unit Details

YWL1U01 – An Introduction to the Youth Work Sector

Unit Reference	M/617/6734
Level	1
Credit Value	3
Guided Learning	27 hours
Unit Summary	This unit enables learners to understand the purpose of youth work and to be able to recognise the range of issues that may impact on young people. Learners will also understand legislation and policies relating to youth work.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the purpose of Youth Work.	1.1 Explain what is meant by Youth Work.
2. Recognise the range of issues that may impact on young people.	2.1 Identify six issues which may impact on young people. 2.2 Explain how Youth Work can help young people to address these issues.
3. Understand the legislation and policies which relate to Youth Work.	3.1 List five pieces of legislation which are relevant to Youth Work.
4. Understand the range of different Youth Work settings.	4.1 List four settings where Youth Work takes place. 4.2 Identify a range of activities appropriate to each of these settings.

YWL1U02 – Communication and Group Work Skills

Unit Reference	T/617/6735
Level	1
Credit Value	2
Guided Learning	20 hours
Unit Summary	In this unit learners will gain an understanding of the importance of effective communication skills using different styles. Learners will also work co-operatively with others to achieve a group task before reviewing their own performance.
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand different communication styles.	1.1 List appropriate ways to communicate in a youth work setting.
2. Understand the importance of effective communication skills.	2.1 List the different methods of effective communication skills when working individually. 2.2 List the different methods of ineffective communication skills when working individually. 2.3 List the different methods of effective communication skills when working in a group. 2.4 List the different methods of ineffective communication skills when working in a group.
3. Work co-operatively with others to achieve a group's task.	3.1 Identify the different roles in the group. 3.2 State their own responsibilities. 3.3 State the responsibilities of other group members. 3.4 Describe how the group plans to work together.
4. Understand a review of their performance.	4.1 Identify strengths and weaknesses from the group activity. 4.2 Identify how they could improve performance of the group.

YWL1U03 – Delivering a Youth Work Programme

Unit Reference	A/617/6736
Level	1
Credit Value	3
Guided Learning	27 hours
Unit Summary	This unit will help learners understand how to deliver a youth work programme and understand a range of delivery methods which benefit young people. Learners will also understand the value and importance of young people's participation in the planning, delivery and evaluation of a youth work programme.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand how to deliver a youth work programme.	<p>1.1 Explain the stages in delivering a youth work programme:</p> <ul style="list-style-type: none"> a) Planning b) Delivery c) Evaluation. <p>1.2 Identify a range of activities that could be included in the youth work programme.</p> <p>1.3 Identify the resources required for one of these activities delivered within a youth work programme.</p>
2. Understand a range of delivery methods which effectively benefit young people.	<p>2.1 State a variety of delivery methods which benefit young people.</p> <p>2.2 Explain how three of these delivery methods could benefit young people.</p>
3. Understand the value of young people's participation in planning, delivery and evaluation.	<p>3.1 Identify ways in which young people can be involved in:</p> <ul style="list-style-type: none"> a) Planning b) Delivery c) Evaluation. <p>3.2 Describe benefits that participation can bring to:</p> <ul style="list-style-type: none"> a) Young People b) The youth work sector.

YWL1U04 – Safe Practice within a Youth Work Setting

Unit Reference	F/617/6737
Level	1
Credit Value	3
Guided Learning	27 hours
Unit Summary	In this unit learners will understand relevant health and safety policies and procedures used within their own organisation. Learners will understand relevant safeguarding policies and procedures as well as applying risk assessment procedures. To conclude, learners will understand and describe boundaries of youth work.
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Understand the relevant health and safety policies and procedures in their organisation.	1.1 Identify the Health and Safety Policies in their organisation.
2. Understand the relevant safeguarding policies and procedures in their organisation.	2.1 Identify six safeguarding issues which may impact on young people. 2.2 Explain how Youth Work can help young people to address these issues.
3. Understand and apply risk assessment procedures.	3.1 Explain the difference between a hazard and a risk. 3.2 Undertake one risk assessment under supervision for an indoor activity. 3.3 Undertake one risk assessment under supervision for an outdoor activity.
4. Understand the professional boundaries of youth workers.	4.1 Describe the boundaries within your own role as a youth worker, in relation to: a) Young People b) Colleagues. 4.2 Explain the risks of not applying these boundaries.

YWL1U05 – Self-Assessment for Youth Work Practice

Unit Reference	J/617/6738
Level	1
Credit Value	2
Guided Learning	20 hours
Unit Summary	This unit aims to help learners understand the contribution that they can make to youth work within the community as well as identifying their own strengths and weaknesses. To conclude, learners will identify and create an action plan for further learning and development.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand the contribution they can make to youth work in the community.	1.1 Identify personal skills they bring to youth work practice. 1.2 Identify their own interest and hobbies that they can use when working with young people.
2. Understand their own strengths and weaknesses.	2.1 Identify their own strengths and weaknesses when working with young people. 2.2 Explain how these may impact their work with young people.
3. Identify a plan for further training and development.	3.1 Identify personal goals. 3.2 Create an action plan for future and/or develop to achieve goals.

YWL1U06 – Working with Young People in the Local Community

Unit Reference	L/617/6739
Level	1
Credit Value	4
Guided Learning	40 hours
Unit Summary	This unit aims to help learners understand and explain the profile of their local community. Learners will also understand key issues involved with working with young people and the importance of participating within their youth work setting.
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Understand your local youth work setting.	<p>1.1 Explain the profile of your local community.</p> <p>1.2 Give definitions of the following within your youth work setting: a) Equality b) Diversity c) Inclusion.</p> <p>1.3 Give examples of the following terms within your youth work setting: a) Equality b) Diversity c) Inclusion.</p>
2. Understand key issues involved in working with young people in a local community.	<p>2.1 List four key issues involved in working with young people in a local community.</p> <p>2.2 Explain why each issue is important.</p>
3. Understand participation by young people within the youth work setting.	<p>3.1 Explain what is meant by participation in youth work.</p> <p>3.2 State the benefits of participation within a youth work setting.</p> <p>3.3 List three barriers which may prevent participation within a youth work setting.</p> <p>3.4 Explain how to overcome one of these barriers.</p> <p>3.5 List the types of opportunities that may encourage young people to participate.</p>

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

Skills and Education Group 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 Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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.

Skills and Education Group Awards 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 Qualifications' which can be downloaded from the Skills and Education Group Awards website.

Certification

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

Skills and Education Group Awards' policies and procedures are available on the Skills and Education Group Awards web site.

Exemptions

This qualification contains barred units, equivalencies or exemptions. These are identified in the [Qualification Structure and Rules of Combination on page 4](#).

Glossary of Terms

GL (Guided Learning)

GL 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?’

GL 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 formative assessment
- The learner is being observed as part of a formative assessment.

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 (GL) 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.