

**Learner Unit Achievement Checklist**

**SEG Awards Level 2 Award in Youth Work Principles (England)**

**603/5559/1**

###### SEG Awards Level 2 Award in Youth Work Principles (England)

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**T/506/9206 Theory of Youth Work - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the key purpose of youth work.**1.2** Identify current national and local policies and guidancethat informs youth work.**1.3** Outline current legislation that informs youth work.**1.4** Describe own organisation’s purpose and policies. |  |  |  |  |
| **2.1** Describe the following principles for youth work:a) active participation and empowerment of young peopleb) voluntary engagement by young peoplec) non-formal education and informal learningd) equality, diversity and inclusione) code of conduct. |  |  |  |  |
| **3.1** Describe different types of communities.**3.2** Describe how the local community affects young people’s lives.  **3.3** Outline how youth work impacts on the young person’s local community. |  |  |  |  |
| **4.1** List four settings where Youth Work takes place.**4.2** Identify a range of activities appropriate to each of these settings. |  |  |  |  |
| **5.1** Describe the skills, knowledge, qualities and values of an effective youth worker.**5.2** Outline how professional boundaries are important to engaging with young people and with own team.**5.3** Outline how anti-discriminatory practice can impact on youth work. |  |  |  |  |
| **6.1** Assess personal skills, knowledge, qualities and values required to practice as a youth worker.**6.2** Identify the impact own prejudice and values could have when engaging with young people.**6.3** Identify the boundaries of own role as a youth worker in relation to young people and colleagues.**6.4** Create a personal development plan to address own areas for improvement. |  |  |  |  |

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| **TUTOR COMMENTS:****Name: Signature: Date:**  |

If chosen for sampling, Internal/External Moderators must complete the following:

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| INTERNAL MODERATOR COMMENTS:**Name: Signature: Date:**  |
| EXTERNAL MODERATOR COMMENTS:**Name: Signature: Date:**  |

Please ensure these forms are copied and distributed to each learner.

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**T/617/9747 Safeguarding in a youth work setting - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define the terms ‘child protection’ and ‘safeguarding’. **1.2** Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.**1.3** Outline own organisation’s child protection policies and procedures.**1.4** Describe how own organisation’s safeguarding policies and procedures influence own practice.**1.5** Describe the boundaries of confidentiality when working with young people. |  |  |  |  |
| **2.1** Identify a range of child protection and safeguarding support agencies.**2.2** Describe forms of abuse and their characteristics.**2.3** Describe forms of exploitation and their characteristics.**2.4** Identify own organisation’s safeguarding officer in relation to reporting child protection issues. **2.5** Identify own organisation’s policies and procedures for keeping staff and volunteers safe. |  |  |  |  |
| **3.1** Describe a health and safety risk assessment risk benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people.**3.2** Develop a health and safety risk assessment risk benefit analysis of work areas including off-site visits.  |  |  |  |  |
| **4.1** Describe how policies and practices for contemporary technology help keep young people safe. **4.2** Describe the importance of an organisation-wide approach to using social media and other technologies safely. **4.3** Outline how youth work can raise awareness around potential harm related to using contemporary technologies. |  |  |  |  |
| **5.1** Describe how youth work can protect and support young people.**5.2** Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.**5.3** Outline ways to support and empower young people to manage personal risk.**5.4** Outline the challenges when implementing safeguarding procedures in a youth work setting. |  |  |  |  |

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**D/617/9760 Young People’s Development - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define adolescence.**1.2** Describe theories related to adolescent development.**1.3** Outline how adolescent development impacts on young people’s lives.  |  |  |  |  |
| **2.1** Identify how knowledge of adolescent development benefits youth work and young people. **2.2** Describe how changes during adolescence could affect the professional relationship between the youth work practitioner and the young person**2.3** Outline how changes during adolescence affect young people’s behaviour and lead to stereotypes**2.4** Describe how to challenge stereotypes impacting on young people. |  |  |  |  |
| **3.1** Describe how youth work practitioners can support young people during adolescence. **3.2** Describe organisations that can support young people that may face difficulties during adolescence. |  |  |  |  |

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**H/617/9761 Engaging and Communicating with Young People - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe why relationship building with young people is important in youth work.**1.2** Describe how effective communication skills impact on building and maintaining professional relationships with young people.**1.3** Identify ways to engage young people in order to establish a professional relationship. |  |  |  |  |
| **2.1** Describe the different approaches of engaging young people and increasing their participation in youth work. |  |  |  |  |
| **3.1** Describe the advantages and disadvantages of different methods of communication when working with young people.**3.2** Describe the challenges of using social media to engage with young people. |  |  |  |  |
| **4.1** Communicate with young people using effective listening skills. |  |  |  |  |
| **5.1** Support young people to develop positive relationships in their local community.**5.2** Assess own strengths and areas for improvement when communicating with others.**5.3** Engage with the local community to support young people’s involvement. |  |  |  |  |
| **6.1** Describe youth workers’ role in supporting young people to access impartial information and guidance. |  |  |  |  |

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