

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

Qualification Guidance

Level 2 Award – 603/5559/1



About Us

Skills and Education Group Awards (ABC) ^[1] 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 ABC Awards website www.abcawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is A4305-02.

Version	Date	Details of change
1.0	01/03/2020	New qualification guide
1.1	30/04/2020	Tutor/Assessor Requirements updated

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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

Contents

About Us	2
Contents	3
Introduction	4
Qualification Structure and Rules of Combination	4
Assessment	4
Practice Assessment Material	4
Teaching Strategies and Learning Activities	4
Progression Opportunities	5
Tutor/Assessor Requirements	5
Language	6
Qualification Summary	7
Unit Details	8
A01 – Theory of Youth Work	9
A02 – Safeguarding in a Youth Work Setting	11
A03 – Young People’s Development	13
A04 – Engaging and Communicating with Young People	14
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies	16
Certification	17
Exemptions	17
Glossary of Terms	18

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 ABC Level 2 Award in Youth Work Principles (England) has been developed to replace the previous regulated Level 2 Award in Youth Work Practice. This redevelopment has been led by the National Youth Agency in consultation with Awarding Organisations and 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 11 credits from the first four units listed Mandatory Group A in order to gain the qualification.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group A Units				
Theory of Youth Work	T/506/9206	2	4	30
Safeguarding in a Youth Work Setting	T/617/9747	2	3	20
Young People's Development	D/617/9760	2	2	13
Engaging and Communicating with Young People	H/617/9761	2	2	10

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 2 Award in Youth Work Principles (England) could progress to a Level 2 Certificate in Youth Work Practice (England).

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

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.

Trainers 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 Wales¹
- For the delivery of Youth Work Theory and Work Based Practice units, have a minimum of three years practice experience
- For the delivery of other mandatory units, as a minimum hold a Level 3 Youth Support Worker (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
- 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 fieldwork² activities, within the last 3 years.

¹ 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

² 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 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/ETS3 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	**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>* JNC Professional Youth Worker - the holder of a 'professional youth worker qualification' i.e. someone with a qualification on the lists of recognised qualifications held by the NYA, ETS Wales, CLD Standards Council Scotland or NSETS (Ireland/Northern Ireland). For example, this could be a L5 DipHE/Foundation Degree (if enrolled before 2010) or a L6 BA (Hons) or a L7 PgDip/Masters.</p> <p>**Professional Youth Worker - the holder of a recognised professional youth work qualification – or similar in an aligned field (one that is related to children, young people and families, teaching or social work).</p> <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>			

³ Experience would need to be mapped to NOS for youth work as part of an individual recognition process undertaken by ETS England

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
SEG Awards ABC Level 2 Award in Youth Work Principles (England) – 603/5559/1	
Qualification Purpose	D1. Confirm competence in an occupational role to the standards required
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input type="checkbox"/> 18+ <input type="checkbox"/> 19+ <input type="checkbox"/>
Regulation	The above qualifications are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation
Type of Funding Available	See Learning Aims Reference Service (LARS)
Qualification/Unit Fee	See ABC website for current fees and charges
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)
Operational Start Date	01/04/2020
Review Date	31/01/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	73
Total Qualification Time (TQT)	110
Skills and Education Group Awards Sector	Youth and Community
Ofqual SSA Sector	13.1 Teaching and Lecturing
Support from Trade Associations/Stakeholder Support	National Youth Agency Education Training Standards (England and Wales)
Administering Office	See ABC Awards website

Unit Details

A01 – Theory of Youth Work

Unit Reference	T/506/9206
Level	2
Credit Value	4
Guided Learning	30 hours
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) <i>The learner will</i>	Assessment Criteria (1.1 to 6.4) <i>The learner can</i>
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"> 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
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 List four settings where Youth Work takes place.</p> <p>4.2 Identify a range of activities appropriate to each of these settings.</p>

<p>5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker.</p>	<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 practice.</p>
<p>6. Understand own skills, knowledge, qualities and values required to practice youth support work.</p>	<p>6.1 Assess personal skills, knowledge, qualities and values required for youth work practice.</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 within youth work practice in relation to young people and colleagues.</p> <p>6.4 Create a personal development plan to address own areas for improvement.</p>

A02 – Safeguarding in a Youth Work Setting

Unit Reference	T/617/9747
Level	2
Credit Value	3
Guided Learning	20 hours
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) <i>The learner will</i>	Assessment Criteria (1.1 to 5.4) <i>The learner can</i>
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.</p> <p>1.4 Describe how own organisation's safeguarding policies and procedures influence own practice.</p> <p>1.5 Describe the boundaries of confidentiality when working with young people.</p>
2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.	<p>2.1 Identify a range of child protection and safeguarding support agencies.</p> <p>2.2 Describe forms of abuse and their characteristics.</p> <p>2.3 Describe forms of exploitation and their characteristics.</p> <p>2.4 Identify own organisation's safeguarding officer in relation to reporting child protection issues.</p> <p>2.5 Identify own organisation's policies and procedures for keeping staff and volunteers safe.</p>
3. Be able to assess risk in a youth work setting.	3.1 Describe a health and safety risk assessment risk benefit process used in a youth work setting,

	<p>including assessing behaviour and needs of an individual young person or group of young people.</p> <p>3.2 Develop a health and safety risk assessment risk benefit analysis of work areas including off-site visits.</p>
<p>4. Understand how to safeguard young people when using contemporary technologies.</p>	<p>4.1 Describe how policies and practices for contemporary technology help keep young people safe.</p> <p>4.2 Describe the importance of an organisation-wide approach to using social media and other technologies safely.</p> <p>4.3 Outline how youth work can raise awareness around potential harm related to using contemporary technologies.</p>
<p>5. Understand how youth work can help protect young people.</p>	<p>5.1 Describe how youth work can 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>

A03 – Young People’s Development

Unit Reference	D/617/9760
Level	2
Credit Value	2
Guided Learning	13 hours
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) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Understand how young people develop during adolescence.	<p>1.1 Define adolescence.</p> <p>1.2 Describe theories related to adolescent development.</p> <p>1.3 Outline how adolescent development impacts on young people’s lives.</p>
2. Understand how knowledge of adolescence impacts on youth work.	<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 work practitioner 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>
3. Know where young people can get support during adolescence.	<p>3.1 Describe how youth work practitioners can support young people during adolescence.</p> <p>3.2 Describe organisations that can support young people that may face difficulties during adolescence.</p>

A04 – Engaging and Communicating with Young People

Unit Reference	H/617/9761
Level	2
Credit Value	2
Guided Learning	10 hours
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) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
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 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. 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.
3. Understand the importance of good communication skills for youth work activities.	3.1 Describe the advantages and disadvantages of different methods of communication when working with young people. 3.2 Describe the challenges of using social media to engage with young people.
4. Be able to communicate with young people to develop a professional relationship.	4.1 Communicate with young people using effective listening skills.
5. Be able to support young people in engaging with the local community.	5.1 Support young people to develop positive relationships in their local community.

	<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. Understand 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>

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 ABC 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 ABC 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.