SEG Awards Level 2 Certificate in Youth Work Practice (England)

Qualification Guidance

Level 2 Certificate – 603/5560/8

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.skillsandeducationgroupawards.co.uk Provides access to a variety of information.

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Specification Code, Date and Issue Number

The specification code is C4305-C2.

Version	Date	Details of change
1.0	01/03/2020	New qualification guide
1.1	30/04/2020	Tutor/Assessor Requirements updated
1.2	February 2021	Optional L2 unit titled 'Loneliness and Isolation for Young People' added to qualification guide
1.3	February 2021	Adjustments made to unit titles
1.4	November 2021	Safeguarding in a Youth Work Setting – Unit number corrected to read as T/617/9747 on page 5
1.5	November 2022	Learning Outcome 5 has now been added to unit M/617/9777 titled 'Key Principles and Values for Working with Young People who Misuse Substances'
1.6	June 2023	Tutor/Assessor Requirements updated as follows ** 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.
1.7	Aug 2024	New revised review date
1.8	Oct 2025	New revised review date
1.9	Feb 2026	Pre 16 confirmed in Age Range on page 12

This guide should be read in conjunction with the Indicative Content document version 1.2 which is available on our secure website using the link above.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification 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 2 Certificate in Youth Work Practice (England) has been developed to replace the previous regulated SEG Awards Level 2 Certificate in Youth Work Practice. This redevelopment has been led by the National Youth Agency in consultation with Awarding Organisations and with industry experts.

Qualification Structure and Rules of Combination

Rules of Combination:

Learners must achieve at least 26 credits to gain the qualification. To do this they must achieve all units from Mandatory Group A and at least 3 credits from Optional Group B.

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
Group Work within a Youth Work Setting	A/617/9765	2	2	10
Working with Behaviour that Challenges in a Youth Work Setting	J/617/9770	2	2	13
Work-Based Practice in Youth Work	L/617/9771	2	6	20
Reflective Practice in a Youth Work Setting	H/617/9775	2	2	7
Optional Group B Units				
Key Principles and Values for Working with Young People who Misuse Substances	M/617/9777	2	3	10
Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting	A/617/9779	2	3	20
Supporting Young People's Recreation and Leisure Within a Youth Work Setting	J/617/9784	2	3	16

Anti-discriminatory Practice in Youth Work	L/617/9785	2	3	20
Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting	Y/617/9787	2	3	20
Youth Work in Digital Spaces and Places	D/617/9791	2	2	10
Trauma informed Approaches to Youth Work	H/617/9792	2	3	20
Social Action	K/617/9793	2	2	20
Loneliness and Isolation for Young People	F/618/6409	2	3	35

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 SEG Awards Level 2 Certificate in Youth Work Practice (England) could progress to a Level 3 Certificate and or Diploma 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 Wales[1]
- 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 fieldwork[2] activities, within the last 3 years.

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

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[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

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.

** 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.

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/ETS[3] 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.

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

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***		

* 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.

**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).

***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.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
SEG Awards Level 2 Certificate in Youth Work Practice (England) – 603/5560/8	

Qualification Purpose	D1. Confirm competence in an occupational role to the standards required
Age Range	Pre 16 ✓ | 16-18 ✓ | 18+ ✓ | 19+ ✓
Regulation	The above qualifications are regulated by Ofqual
Assessment	• Internal assessment • Internal and external moderation
Type of Funding Available	See Learning Aims Reference Service (LARS)
Qualification/Unit Fee	See SEG Awards 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	31/07/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	133
Total Qualification Time (TQT)	260
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 SEG 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) *The learner will*	**Assessment Criteria (1.1 to 6.4)** *The learner can*
1. Understand the key purpose and role of youth work.	1.1 Describe the key purpose of youth work. 1.2 Identify current national and local policies and guidance that informs youth work. 1.3 Outline current legislation that informs youth work. 1.4 Describe own organisation's purpose and policies.
2. Understand key principles of youth work.	2.1 Describe the following principles for youth work: 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.	3.1 Describe different types of communities. 3.2 Describe how the local community affects young people's lives. 3.3 Outline how youth work impacts on the young person's local community.
4. Understand different models of youth work delivery.	4.1 List four settings where Youth Work takes place. 4.2 Identify a range of activities appropriate to each of these settings.

5. Understand the skills, knowledge, qualities and values required to practice as a youth support worker.	5.1	Describe the skills, knowledge, qualities and values of an effective youth worker.
	5.2	Outline how professional boundaries are important to engaging with young people and with own team.
	5.3	Outline how anti-discriminatory practice can impact youth work practice.
6. Understand own skills, knowledge, qualities and values required to practice youth support work.	6.1	Assess personal skills, knowledge, qualities and values required for youth work practice.
	6.2	Identify the impact own prejudice and values could have when engaging with young people.
	6.3	Identify the boundaries of own role within youth work practice in relation to young people and colleagues.
	6.4	Create a personal development plan to address own areas for improvement.

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) *The learner will*	Assessment Criteria (1.1 to 5.4) *The learner can*	
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.	1.1	Define the terms 'child protection' and 'safeguarding'.
	1.2	Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.
	1.3	Outline own organisation's child protection policies and procedures.
	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. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.	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. 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,

		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. Understand how to safeguard young people when using contemporary technologies.	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. Understand how youth work can help protect young people.	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.

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) *The learner will*	Assessment Criteria (1.1 to 3.2) *The learner can*
1. Understand how young people develop during adolescence.	1.1 Define adolescence. 1.2 Describe theories related to adolescent development. 1.3 Outline how adolescent development impacts on young people's lives.
2. Understand how knowledge of adolescence impacts on youth work.	2.1 Identify how knowledge of adolescent development benefits youth work and young people. 2.2 Describe how changes during adolescence could affect the professional relationship between the youth 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. Know where young people can get support during adolescence.	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.

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) *The learner will*	Assessment Criteria (1.1 to 6.1) *The learner can*
1. Understand the importance of building professional relationships with young people in youth work.	1.1 Describe why relationship building with young people is important 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.

	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. Understand how to support young people's information needs.	6.1	Describe youth workers' role in supporting young people to access impartial information and guidance.

A05 – Group Work within a Youth Work Setting

Unit Reference	A/617/9765
Level	2
Credit Value	2
Guided Learning	10 hours
Unit Summary	This unit outlines knowledge and skills relating to group work with young people in a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 6) *The learner will*	Assessment Criteria (1.1 to 6.1) *The learner can*	
1. Understand the importance of group membership.	1.1	Identify the types of groups young people are part of or join.
	1.2	Describe the reasons why young people may join groups.
	1.3	State some of the benefits for young people of joining groups.
	1.4	Describe key characteristics of effective groups.
2. Understand the structure of a group.	2.1	Identify the different roles in a group
	2.2	Describe own roles within group.
	2.3	Identify the role of the group leader.
	2.4	Describe the importance of different roles within a group.
3. Understand the stages of a group.	3.1	Identify the principles of group work.
	3.2	Describe the different stages of group development.
	3.3	Identify the factors that increase group effectiveness.
	3.4	Assess how to maintain groups.
	3.5	Describe reasons for group breakdown.

4. Be able to work effectively within a group activity.	4.1	Plan a group youth work activity which takes into account internal and external factors that influence effective groups.
	4.2	Negotiate with group appropriate ground rules for working with each other in youth work activity.
	4.3	Review activity with an appropriate observer.
	4.4	Reflect with an appropriate observer group effectiveness, roles in group and own contribution to group both positive and negative.
5. Understand how to overcome conflict in group work setting.	5.1	Describe how conflict may arise in group work setting.
	5.2	Outline how personal feelings may be managed in a conflict situation.
	5.3	Describe ways of defusing conflict in a group setting.
6. Be able to use group work theory with a group of young people.	6.1	Apply group work theory with a group of young people in a youth work setting.

A06 – Working with Behaviour that Challenges in a Youth Work Setting

Unit Reference	J/617/9770
Level	2
Credit Value	2
Guided Learning	13 hours
Unit Summary	This unit outlines knowledge and skills relating to working with behaviour that challenges which may occur when working with young people in a youth work setting. Learners must have access to a real work environment.
Learning Outcomes (1 to 5) *The learner will*	**Assessment Criteria (1.1 to 5.3)** *The learner can*
1. Understand what is meant by conflict and behaviour that challenges.	1.1 Define what is meant by behaviour that challenges. 1.2 Describe the impact of conflict and behaviour that challenges in a youth work setting. 1.3 Describe why it is important to develop a trusting and respectful relationship with young people to enable positive challenge. 1.4 Outline the importance of setting and maintaining appropriate boundaries and expectations with young people. 1.5 Assess own values and how these relate to working with young people and managing young people's behaviour. 1.6 Identify internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person.
2. Understand how to de-escalate conflict and behaviour that challenges in youth work settings.	2.1 Identify examples of conflict and behaviour that challenges that might occur in a youth work setting.

	2.2	Describe de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting.
	2.3	Describe the ways that specific behaviours within groups can be positively defused.
3. Understand the role of feedback in relation to changed behaviour in a youth work setting.	3.1	Describe how positive feedback affects and enhances behavioural change in young people.
	3.2	Give examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.
4. Understand when support is required in managing conflict and behaviour that challenges.	4.1	Identify situations when additional support is required to manage conflict and behaviour that challenges.
	4.2	Describe support mechanisms available when managing conflict and behaviour that challenges in a youth work setting.
5. Be able to develop youth practice in relation to conflict and behaviour that challenges.	5.1	Assess personal practice in relation to conflict and behaviour that challenges in youth work.
	5.2	Reflect on personal practice in relation to managing conflict and behaviour that challenges in youth work.
	5.3	Create a development plan to enhance skills in managing conflict and behaviour that challenges.

A07 – Work-Based Practice in Youth Work

Unit Reference	L/617/9771
Level	2
Credit Value	6
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to work-based practice within a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*	
1. Be able to apply the principles and practice of participation and empowerment to plan a youth work programme.	1.1	Describe what is meant by young people's participation and empowerment.
	1.2	Comply with organisation policies, procedures and safeguarding requirements when planning youth work programme.
	1.3	Describe the main stages of programme and activity planning.
	1.4	Plan a youth work programme using inclusive resources.
	1.5	Plan an evaluation process for a youth work programme.
2. Be able to deliver a youth work programme, based on participation processes undertaken with young people.	2.1	Support the delivery of a youth work programme.
	2.2	Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme.
3. Be able to evaluate practice following the delivery of youth work programmes.	3.1	Describe methods of evaluating the effectiveness of activities in work based practice.
	3.2	Describe the effectiveness of the youth work programme highlighting good practice and areas for development.
	3.3	Complete evaluation records for the activities delivered.

| 4. Be able to reflect on own practice following the delivery of youth work programmes | 4.1 | Reflect on own contribution and effectiveness in planning and delivering activities. |
| | 4.2 | Assess own practice and areas for development in relation to the youth work delivery. |

A08 – Reflective Practice in a Youth Work Setting

Unit Reference	H/617/9775
Level	2
Credit Value	2
Guided Learning	7 hours
Unit Summary	This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 2) The learner will	Assessment Criteria (1.1 to 2.5) The learner can
1. Understand the principles of reflective practice in youth work.	1.1 Give a definition of reflective practice within the context of youth work. 1.2 Describe the benefits of reflection in developing youth work practice. 1.3 Describe the key components of a model of reflective practice.
2. Be able to use reflective practice in youth work.	2.1 Use a reflective practice model in relation to own youth work. 2.2 Use reflective practice to review own strengths and areas for development. 2.3 Create a development plan with organisational objectives to address personal learning and support needs. 2.4 Implement a development plan to address own learning and support needs. 2.5 Outline how reflective practice relates to organisational performance, appraisal and supervision within own youth work setting.

B01 – Key Principles and Values for Working with Young People who Misuse Substances

Unit Reference	M/617/9777
Level	2
Credit Value	3
Guided Learning	10 hours
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 4.3) *The learner can*
1. Understand substance misuse.	1.1 Give a definition of substance misuse. 1.2 Describe a range of substances to include their: a. long-term effects b. street names c. short-term effects d. different categories
2. Understand the impact of substance misuse on young people.	2.1 Describe the impact of substance misuse on young people.
3. Understand how youth work supports young people who misuse substances.	3.1 Describe how youth work principles and practice can support young people who misuse drugs. 3.2 Outline the impact of substance misuse on youth work provision.
4. Understand the boundaries of confidentiality when working with young people who have misuse substances.	4.1 Describe the key principles of confidentiality and safeguarding as they relate to working with young people who misuse substances. 4.2 Describe how to communicate confidentiality protocols to young people in youth work settings. 4.3 Describe circumstances when confidentiality with a young person needs to be broken.

5. Understand the importance of boundaries when working with people who misuse substances.	5.1 Describe the importance of professional boundaries between youth work practitioners and young people in relation to substance misuse.
	5.2 Describe why information sharing protocols are are important for supporting young people who misuse substances.
	5.3 Describe a range of referral organisations that support young people who misuse substance.

B02 – Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting

Unit Reference	A/617/9779
Level	2
Credit Value	3
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to supporting young people with disabilities and/or diverse 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 4.2) *The learner can*	
1. Understand the needs of young people with disabilities and/or diverse learning needs.	1.1	Give a definition for the terms disability, neurodiversity, and additional learning needs.
	1.2	Identify a range of disabilities, neurodiversity, and additional learning needs.
	1.3	Outline reasonable adjustments required for young people within a youth work setting.
	1.4	Describe young people's own role in deciding their needs.
	1.5	Describe the partnership benefits of working with parents and carers in supporting young people.
2. Know the rights of young people with disabilities and those with diverse learning needs.	2.1	Identify the specific rights that relate to young people with disabilities or diverse learning needs.
	2.2	Explain the purpose of individual plans for young people with disabilities or diverse learning needs.
	2.3	Describe the principles of working inclusively with young people with disabilities and those with diverse learning needs.

3. Be able to contribute to the inclusion of young people with disabilities and diverse learning needs in own youth work setting.	3.1	Outline the individual needs, capabilities, and interests of young people with disabilities and those with diverse learning needs within own youth work setting.
	3.2	Describe barriers to participation for young people with disabilities and those with diverse learning needs within own youth work setting.
	3.3	Demonstrate understanding of how to remove barriers to participation for young people.
	3.4	Use inclusive practices in own work with young people with disabilities and diverse learning needs.
4. Understand how to support young people with disabilities and those with diverse learning needs to participate in a full range of activities and experiences.	4.1	Identify adaptations that can be made to support young people with disabilities and those with diverse learning needs in own youth work setting.
	4.2	Describe how to support the equality of opportunity for young people with disabilities and those with diverse learning needs within own youth work setting.

B03 – Supporting Young People's Recreation and Leisure within a Youth Work Setting

Unit Reference	J/617/9784
Level	2
Credit Value	3
Guided Learning	16 hours
Unit Summary	This unit outlines knowledge and skills relating to supporting young people's recreation and leisure within a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.4) *The learner can*	
1. Understand the importance of recreation and leisure.	1.1	Identify the requirements of the UN Convention of the Rights of the Child in relation to recreation and leisure.
	1.2	Describe how recreation and leisure for young people relates to youth work theory.
	1.3	Describe how recreation and leisure contribute to young people's physical, social and emotional development.
	1.4	Describe the characteristics of freely chosen, self-directed leisure and activities.
2. Be able to support young people's recreation and leisure.	2.1	Describe own role in supporting young people's recreation and leisure activities.
	2.2	Undertake routine safety checks on areas used for young people's leisure before, during and after leisure activities.
	2.3	Demonstrate communication skills while supporting young people's recreation and leisure.

3. Be able to support young people in balancing risk and challenge.	3.1	Assess the value of balancing risk and challenge in young people's leisure activities.
	3.2	Give examples of acceptable and unacceptable risk and challenge within own youth work setting for young people's recreation.
	3.3	Describe why it is important for young people to manage risk and challenge for themselves.
	3.4	Demonstrate ways of working which encourage young people to manage risk and challenge for themselves.
4. Be able to reflect on and improve own practice in supporting young people's recreation and leisure activities.	4.1	Reflect on own practice for supporting young people's recreation and leisure activities.
	4.2	Demonstrate how reflective practice has improved ways of working.

B04 – Anti-discriminatory Practice in Youth Work

Unit Reference	L/617/9785
Level	2
Credit Value	3
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to anti-discriminatory practice in youth work. Learners must have access to a real work environment.

Learning Outcomes (1 to 3) The learner will	Assessment Criteria (1.1 to 3.3) The learner can
1. Understand anti-discriminatory practice in youth work.	1.1 Define what is meant by anti-discriminatory practice. 1.2 Describe how anti-discriminatory practice relates to the principles of youth work. 1.3 Outline the current legislation that relates to anti-discriminatory practice. 1.4 Outline what is meant by protected characteristics groups. 1.5 Describe the protected characteristics groups as stated in current legislation.
2. Understand prejudice and discrimination.	2.1 Describe the meaning of the following terms: a. prejudice b. stereotyping c. stigma d. labelling e. discrimination f. equality g. diversity 2.2 Describe the differences between prejudice and discrimination. 2.3 Define and give examples of each of the following:

	2.4	types of discrimination:
		a. direct discrimination
		b. indirect discrimination
		c. discrimination by association
		d. perception discrimination
		e. harassment
		f. third party harassment
		g. victimisation
		h. hate speech
		i. hate crime
3. Understand how anti-discriminatory practice impacts on youth work delivery.	3.1	Outline how the needs of protected characteristics groups can be met:
		a. through own personal practice
		b. within the youth work environment
	3.2	Describe the possible consequences of not meeting the protected characteristics of a group in relation to:
		a. own personal practice
		b. youth service delivery
	3.3	Assess own youth work practice in relation to anti-discriminatory practice.

B05 – Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting

Unit Reference	Y/617/9787
Level	2
Credit Value	3
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to the exploration of values, beliefs and spiritual development of young people and youth work in faith communities (NOS YW06)

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.4) *The learner can*	
1. Understand values, beliefs and spiritual development in a youth work setting.	1.1	Describe what is meant by values, beliefs and spiritual development.
	1.2	Identify ways in which young people can explore and express their values and beliefs.
	1.3	Identify own values and beliefs.
	1.4	Explain how own values and beliefs can inform personal experience and professional practice.
2. Be able to facilitate the exploration of values, beliefs and spiritual development in a youth work setting.	2.1	Deliver activities which enable young people to explore values and beliefs and to develop spiritually.
	2.2	Describe the effectiveness of activities which enable young people to explore values and beliefs and to develop spiritually.
	2.3	Describe organisational policies, procedures and safeguarding requirements when planning spiritual development activities.

3. Understand the role of faith communities in the exploration of values, beliefs and spiritual development in a youth work setting.	3.1	Describe the role that faith-communities can play in enabling the exploration of values and beliefs by young people.
	3.2	Explain why young people get involved in faith-community activities and the barriers to their participation.
	3.3	Describe how youth work practice and principles can work within a faith community setting.
4. Be able to undertake and evaluate youth work within a faith based context.	4.1	Describe the opportunities within the faith community for young people to explore values and beliefs and develop spiritually.
	4.2	Plan activities and programmes which will enable spiritual development.
	4.3	Deliver activities which will enable young people to reflect on their values and beliefs.
	4.4	Reflect on the effectiveness of the youth work undertaken in a faith-based context.

B06 – Youth Work in Digital Spaces and Places

Unit Reference	D/617/9791
Level	2
Credit Value	2
Guided Learning	10 hours
Unit Summary	This unit outlines the knowledge and skills needed for youth workers to engage young people through digital spaces and places. Learners must have access to a real work environment.

Learning Outcomes (1 to 3) *The learner will*	Assessment Criteria (1.1 to 3.1) *The learner can*
1. Understand Digital Communities.	1.1 Identify different types of digital communities. 1.2 Describe how digital communities are used by young people.
2. Understand how digitalisation and digital transformation impacts young people, the youth work sector and youth work practice.	2.1 Describe the key purpose of youth work in the context of digital spaces and places. 2.2 List the ways digitalisation and digital transformation impacts young people and youth work. 2.3 Describe own organisation's purpose and policies in relation to working in digital spaces and places.
3. Understand key principles in relation to working with young people in digital spaces and places.	3.1 Describe the following principles for youth work: a. safeguarding young people in digital spaces and places b. ethical considerations with regard to engagement with young people in digital spaces and places c. non-formal education and informal learning in digital spaces and places d. how youth work practice can combat digital inequality and the digital divide

B07 – Trauma Informed Approaches to Youth Work

Unit Reference	H/617/9792
Level	2
Credit Value	3
Guided Learning Hours	20
Unit Summary	This unit outlines the knowledge and skills related to working with young people using trauma informed approaches. 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 effects of trauma.	1.1 Define trauma.
	
	1.2 Describe the effects of trauma on neurological development.
	
	1.3 Describe the effects of trauma on children and young people's:
	
	    a. physical development
	    b. emotional development
	    c. social development
	    d. cognitive development

2. Understand the principle concepts of trauma informed practice.	2.1 Identify ways to support recovery from trauma through youth work practices. 2.2 Identify ways to create an atmosphere that is respectful and safe. 2.3 Identify when it is necessary to share information with other professionals/signpost to external services for additional support.

3.	Understand the term 'adverse childhood experiences'.	3.1	Define the term 'adverse childhood experiences' (ACE's).
		3.2	Identify a range of 'adverse childhood experiences' (ACE's).
4	Understand how to create open dialogue and engage sensitively with a young person, according to their needs.	3.3	Identify appropriate ways of communicating with young people who have experienced trauma.
		3.4	Describe the importance of relational working.
		3.5	Identify the skills required to build engagement and work effectively with children and young people.
5	Understand how to unitise trauma informed approaches to encourage development of resilience and self- esteem.	5.1	Describe the importance of developing resilience as a protective factor against trauma experiences.
		5.2	Identify ways to support young people to build resilience and self-esteem.

B08 – Social Action

Unit Reference	K/617/9793
Level	2
Credit Value	2
Guided Learning	20 hours
Unit Summary	This unit outlines the values, principles and purpose of social action. Learners must have access to a real work environment in which they are able to deliver a social action project.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.2) *The learner can*
1. Understand Social Action and how this responds to social problems.	1.1 Define the term Social Action. 1.2 Define social inequality, diversity and social injustice. 1.3 Describe the different types of social problems that exist in your local community or nationally. 1.4 List current Social Action projects in your community/organisation.
2. Understand the values, principles and purpose of Social Action.	2.1 Define how the values and principles of Social Action inform the involvement and engagement of young people. 2.2 Describe the purpose of Social Action projects. 2.3 Explain how Social Action projects have benefitted communities.
3. Be able to gather and analyse information.	3.1 Gather information on the social problems that exist either in your local community or nationally. 3.2 Interpret and reflect on the information collected about the different problems. 3.3 List the types of activities young people could take part in to effect social change in the identified areas.

4. Know how to build a diverse and inclusive network of young people through Social Action projects.	4.1	Describe how social problems motivate young people to take action.
	4.2	Describe how to bring young people together through Social Action projects.
	4.3	Describe how Social Action projects reach a diverse range of young people.
5. Be able to facilitate young people to explore actions that they can take to effect social change.	5.1	Describe how to create an environment that encourages dialogue about the things young people care about.
	5.2	Give examples of how to motivate young people to transform their thoughts and feelings into actions.

B09 - Loneliness and Isolation for Young People – Basic Youth Work Approaches

Unit Reference	F/618/6409
Level	2
Credit Value	3
Guided Learning	30 hours
Unit Summary	This unit outlines the knowledge and skills underpinning work on Youth Loneliness and Isolation 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. Understand what is meant by youth loneliness and isolation.	1.1	Define youth loneliness & isolation.
	1.2	Identify different ways in which young people experience loneliness and isolation.
	1.3	Outline the impact of different contexts for youth loneliness and isolation.
	1.4	Outline the different causes and consequences of youth loneliness and isolation.
2. Understand how to address youth loneliness and isolation in youth work settings.	2.1	Identify why it is important to tackle youth loneliness and isolation.
	2.2	Describe ways in which Youth Workers identify issues of youth loneliness and isolation.
	2.3	Outline the importance of having evidence to inform work on loneliness and isolation.
	2.4	Identify different assessment tools to gather evidence of youth loneliness and isolation.
	2.5	Identify the importance of challenging assumptions and stereotypes about youth loneliness and isolation.

3. Be able to co-design and facilitate a youth work project focusing on loneliness and isolation.	3.1	Outline the key elements required to address youth loneliness and isolation including involving young people as co-designers and co-facilitators.
	3.2	Identify different ways to tackle youth loneliness and isolation.
	3.3	Co-design a programme of youth work activities addressing youth loneliness and isolation.
	3.4	Co-facilitate a programme of youth work activities addressing youth loneliness and isolation.
4. Understand own practice and approaches to tackling youth loneliness and isolation.	4.1	Assess project activity with colleagues.
	4.2	Reflect on activity and own positive and negative contribution to it.
	4.3	Describe required development actions to improve own knowledge, skills and understanding.

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 SEG 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 SEG 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.