

**Learner Unit Achievement Checklist**

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

**603/5560/8**

###### Level 2 Certificate in Youth Work Practice (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** Identify the sectors and structures in which youth work is delivered.**4.2** Describe different models of youth work delivery. |  |  |  |  |
| **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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**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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**A/617/9765 Group Work within a Youth Work Setting - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** Identify the principles of group work.**3.2** Describe the different stages of group development.**3.3** Assess how to maintain groups.**3.4** Describe reasons for group breakdown. |  |  |  |  |
| **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. |  |  |  |  |
| **5.1** 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. |  |  |  |  |
| **6.1** Apply group work theory with a group of young people in a youth work setting. |  |  |  |  |

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**J/617/9770 Working with Behaviour that Challenges 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 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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |
| **5.1** 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. |  |  |  |  |

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**L/617/9771 Work-Based Practice in Youth Work - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** Support the delivery of a youth work programme.**2.2** Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |

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**H/617/9775 Reflective Practice in a Youth Work Setting - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |

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**M/617/9777 Key Principles and Values for Working with Young People who Misuse Substances**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give a definition of substance misuse.**1.2** 1.2. Describe a range of substances to include their: a) long-term effects b) street names c) short-term effects d) different categories |  |  |  |  |
| **2.1** Describe the impact of substance misuse on young people. |  |  |  |  |
| **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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |
| **5.1** 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 important for supporting young people who misuse substances.**5.3** Describe a range of referral organisations that support young people who misuse substances. |  |  |  |  |

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**A/617/9779 Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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.  |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |

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**J/617/9784 Supporting Young People’s Recreation and Leisure within a Youth Work Setting**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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.  |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** Reflect on own practice for supporting young people’s recreation and leisure activities.**4.2** Demonstrate how reflective practice has improved ways of working. |  |  |  |  |

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**L/617/9785 Anti-discriminatory Practice in Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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 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 |  |  |  |  |
| **3.1** 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. |  |  |  |  |

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**Y/617/9787 Exploring Values Beliefs and Spiritual Development within a Youth Work Setting**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** 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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |

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## 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.

**D/617/9791 Youth Work in Digital Spaces and Places**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify different types of digital communities.**1.2** Describe how digital communities are used by young people. |  |  |  |  |
| **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. |  |  |  |  |
| **3.1** 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  |  |  |  |  |

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

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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.

**H/617/9792 Trauma Informed Approaches to Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **3.1** Define the term ‘adverse childhood experiences’ (ACEs).**3.2** Identify a range of ACEs. |  |  |  |  |
| **4.1** Identify appropriate ways of communicating with young people who have experienced trauma.**4.2** Describe the importance of relational working.**4.3** Identify the skills required to build engagement and work effectively with children and young people. |  |  |  |  |
| **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. |  |  |  |  |

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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.

**K/617/9793 Social Action**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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. |  |  |  |  |
| **2.1** 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. |  |  |  |  |
| **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. |  |  |  |  |
| **4.1** 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. |  |  |  |  |
| **5.1** 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. |  |  |  |  |

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