SEG Awards ABC Level 3 Diploma in Youth Work Practice (Wales)

Qualification Guidance

Level 3 Diploma – C00/4042/1

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 D4306-C3.

Version	Date	Details of change
1.0	01/03/2020	New qualification guide
1.1	30/04/2020	Tutor/Assessor Requirements updated
1.2	14/01/2021	Removal of assessment criteria 1.7 on unit J/617/9770
1.3	February 2021	Optional L3 unit titled 'Loneliness and Isolation for Young People' added to qualification guide
1.4	June 2022	Assessment Criteria correctly numbered for learning outcome 2 on unit T/617/9747 Safeguarding in a Youth Work Setting

This guide should be read in conjunction with the Indicative Content document **version 1.5** 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

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 3 Diploma in Youth Work Practice (Wales) has been developed to replace the previous regulated SEG Awards ABC Level 3 Diploma in Youth Work Practice (Wales). This redevelopment has been led by the National Youth Agency in consultation with Awarding Organisations and with industry experts. These qualifications contain units which provide opportunities for learners to develop the underpinning knowledge and work skills required to competently carry out the role of Assistant Youth Support Worker at Level 2 and Youth Support Worker at Level 3, whether in paid employment or in the voluntary sector.

There are 8 units within this qualification that are mandatory and 28 optional units to choose from to ensure learners are well equipped to progress onto further training opportunities or work in a variety of settings.

These qualifications aim to provide practitioners with a qualification that embraces National Occupational Standards for youth work and their mandatory competencies containing knowledge requirements and levels of skill.

Qualification Structure and Rules of Combination

Rules of Combination:
Learners must achieve at least 37 credits to gain the qualification. To do this they must achieve all units from Mandatory Group A and at least 12 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	T/617/9795	3	4	15
Working with Behaviour that Challenges in a Youth Work Setting	A/617/9796	3	2	14
Reflective Practice in a Youth Work Setting	F/617/9797	3	2	7
Work-Based Practice in Youth Work	J/617/9798	3	6	20

Optional Group B Units				
Detached and Outreach Youth Work	L/617/9799	3	6	20
Facilitate the Learning and Development of Young People through Mentoring	A/617/9801	3	3	20
Principles of Supporting Young People with regard to Relationships and Sexual Health	T/617/9814	3	2	10
Support Young People who are Refugees or Seeking Asylum	F/617/9816	3	3	20
Support Young People to Achieve their Learning Potential	K/617/9826	3	3	15
Support Young People who are Looked After or are Leaving Care	Y/617/9837	3	3	20
Support Young People's Transition to Independence	H/617/9839	3	2	12
Referrals and Signposting in Youth Work Settings	H/617/9842	3	2	10
Support Young People who are not in Employment, Education or Training or that have been Excluded from School	A/617/9846	3	2	10
Work with Young People to Reduce Involvement in and Impact of Youth Violence, Criminal Activities and Exploitation.	J/617/9848	3	3	15
Understand how Youth Work can Support Young People's Mental Health and Wellbeing	L/617/9852	3	2	12
Understand how Youth Work can Support Young People who are Experiencing Poverty	R/617/9853	3	3	12
Understand how Youth Work can Support Young People who Misuse Substances	D/617/9855	3	3	20
Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ+)	H/617/9856	3	2	12
Understand how to Manage Staff in a Youth Work Setting	K/617/9857	3	3	20
Facilitating Youth Trips and Residentials (DC)	M/617/9858	3	4	18
Young People's Participation in	T/617/9859	3	2	15

Youth Work				
Managing Performance in a Youth Work Setting	R/506/9178	3	3	15
Managing a Budget within a Youth Work Setting	K/617/9860	3	2	12
Effective Outcomes-Based Youth Work	A/617/9863	3	3	12
Anti-Discriminatory Practice in Youth Work	R/617/9867	3	3	20
Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting	T/617/9876	3	3	20
Supervision in the Youth Work Context	A/617/9880	3	3	25
Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting	J/617/9882	3	3	20
Youth Work in Digital Spaces and Places	D/617/9791	2	2	10
Trauma Informed Approaches to Youth Work	L/617/9883	3	4	25
Social Action	K/617/9888	3	3	30
Loneliness and Isolation for Young People	A/618/6408	3	4	40

Assessment

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

Practice Assessment Material

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

Teaching Strategies and Learning Activities

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

Progression Opportunities

Learners who successfully complete this SEG Awards ABC Level 3 Diploma in Youth Work Practice (Wales) may progress onto appropriate Level 3 programmes as a route to Foundation Degrees and Higher Education.

The Level 3 Diploma in Youth Work Practice (Wales) is the qualification required for those wishing to work as a JNC qualified Youth Support Worker.

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.

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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

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/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.

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.

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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

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification	
SEG Awards ABC Level 3 Diploma in Youth Work Practice (Wales) – C00/4042/1	

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 Qualifications Wales					
Assessment	- Internal assessment - Internal and external moderation - The Level 3 Diploma in Youth Work Practice (Wales) is the qualification required for those wishing to work as a JNC qualified Youth Support Worker.					
Type of Funding Available	See LARS (Learning Aims Reference Service)					
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)	173					
Total Qualification Time (TQT)	370					
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) *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	5.1 Support young people to develop positive relationships in their local community.

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	T/617/9795
Level	3
Credit Value	4
Guided Learning	15 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 6.2) *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 join groups. 1.3 Review the benefits for young people of joining groups. 1.4 Describe key characteristics of effective groups.
2. Understand group work theory.	2.1 Critically compare the different roles in a group. 2.2 Explain the stages of group development. 2.3 Describe the factors that increase group effectiveness. 2.4 Evaluate how to maintain groups. 2.5 Explain the reasons for group breakdown.
3. Understand the appropriate use of leadership styles within groups.	3.1 Explain the main leadership styles appropriate to different group stages and situations. 3.2 Analyse own leadership styles when working with groups of young people.

4. Understand how to manage conflict in a group work setting.	4.1	Explain how conflict may arise in a group work setting.
	4.2	Explain ways of managing personal feelings in a potential conflict situation in group work.
	4.3	Explain ways of defusing conflict in a group work setting.
5. Be able to evaluate a programme of group work activities.	5.1	Reflect on and evaluate the effectiveness of the roles within a group.
	5.2	Reflect on and evaluate achievement of group goals.
	5.3	Evaluate group strengths and weaknesses.
6. Be able to evaluate own role in the delivery of a programme of group work activities.	6.1	Evaluate own group work skills and leadership style.
	6.2	Summarise development actions for improving own group work skills.

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

Unit Reference	J/617/9770
Level	3
Credit Value	2
Guided Learning	14 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 challenging behaviour.	1.1 Define what is meant by behaviour that challenges. 1.2 Explain the impact of conflict and behaviour that challenges in a youth work setting. 1.3 Compare examples of conflict and behaviour that challenges that can occur in a youth work setting. 1.4 Explain why it is important to develop a trusting and respectful relationship with young people. 1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people. 1.6 Evaluate own values in relation to working with young people and managing young people's behaviour. 1.7 Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person.

2. Be able to de-escalate conflict and behaviour that challenges in youth work settings.	2.1	Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting.
	2.2	Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings.
	2.3	Demonstrate methods of defusing conflict and behaviour that challenges in youth work settings.
3. Understand the role of feedback in relation to changed behaviour in a youth work setting.	3.1	Explain how positive feedback affects and enhances behavioural change in young people.
	3.2	Demonstrate methods of providing positive acknowledgement of changed behaviour.
	3.3	Analyse 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	Explain situations when additional support is required to manage conflict and behaviour that challenges.
	4.2	Evaluate support mechanisms available when managing conflict and behaviour that challenges.
5. Be able to develop own practice in relation to conflict and behaviour that challenges.	5.1	Explain own practice in relation to conflict and behaviour that challenges in youth work settings.
	5.2	Reflect on own practice in relation to managing conflict and behaviour that challenges.
	5.3	Create a development plan to enhance own skills in managing conflict and behaviour that challenges.

A07 – Reflective Practice in a Youth Work Setting

Unit Reference	F/617/9797
Level	3
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 4) The learner will	Assessment Criteria (1.1 to 4.2) The learner can	
1. Understand the principles of reflective practice in youth work.	1.1	Define reflective practice within a youth work setting.
	1.2	Explain the benefits of reflection in developing youth work practice.
	1.3	Evaluate approaches to reflective practice and their potential strengths and weaknesses.
2. Be able to undertake self-directed reflection on own practice and continuing professional development.	2.1	Use regular reflection on own experience, skills and behaviour.
	2.2	Evaluate own areas of strength and potential areas for development.
	2.3	Create a development plan with organisational objectives to address own learning and support needs.
	2.4	Evaluate the development plan with own line manager.
3. Be able to use reflection to develop own and others practice.	3.1	Monitor outcomes of own work and others.
	3.2	Review and revise own practice based on feedback from others.
	3.3	Apply the result of own reflection and

		development to own practice.
	3.4	Support others in reflective practice and provide constructive feedback to them around delivery.
	3.5	Demonstrate how reflection can improve own and others practice.
4. Be able to maintain continuous professional development opportunities that support own youth work practice.	4.1	Use relevant sources of information that can support own continuing professional development on a regular basis.
	4.2	Explain the value of reflective practice and continuing professional development in relation to youth work.

A08 – Work-based Practice in Youth Work

Unit Reference	J/617/9798
Level	3
Credit Value	6
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to work-based practice in youth work. Learners must have access to a real work environment involving direct work with a group or groups of young people.

Learning Outcomes (1 to 5) *The learner will*	Assessment Criteria (1.1 to 5.5) *The learner can*	
1. Be able to use the principles and practice of participation and empowerment to plan activities with young people in a work based setting.	1.1	Explain what is meant by young people's participation and empowerment.
	1.2	Review a range of methods of empowering young people to participate in planning a youth work programme.
	1.3	Use a planning model to create session plans for a youth work programme.
	1.4	Analyse the rationale for developing the youth work programme.
	1.5	Summarise the main stages of programme and activity planning.
	1.6	Plan youth work activities using participation and empowerment principles to support young people's own development.
	1.7	Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme.
	1.8	Develop resources in a format appropriate to the needs and capabilities of young people.
2. Understand the structure of a specific group	2.1	Identify the different roles in the group.

	2.2	Describe own roles within the group.
	2.3	Identify the role of the group leader.
	2.4	Describe the importance of different roles within the group.
3. Be able to deliver a youth work programme based on participation processes.	3.1	Deliver a youth work programme.
	3.2	Undertake and adjust session plans to deliver a youth work programme.
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	Apply group work theory with a group of young people in a youth work setting.
	4.3	Negotiate with group appropriate ground rules for working with each other in youth work activity.
	4.4	Review activity with an appropriate observer.
	4.5	Reflect with an appropriate observer, the positives and negatives of the following: a. group effectiveness b. roles in group c. own contribution to group
5. Be able to evaluate practice following the delivery of youth work programmes.	5.1	Explain methods of evaluating the effectiveness of activities in youth work programme.
	5.2	Plan evaluation methods for the youth work programme.
	5.3	Evaluate the youth work programme.
	5.4	Evaluate youth work programme requirements with young people using participation principles and inclusive practice.
	5.5	Complete evaluation records for the programme delivered.

B01 – Detached and Outreach Youth Work

Unit Reference	L/617/9799
Level	3
Credit Value	6
Guided Learning	20 hours
Unit Summary	This unit outlines understanding, knowledge and skills relating to the practice of detached and outreach youth work. Learners must have access to a real detached or outreach work environment.
Learning Outcomes (1 to 9) *The learner will*	Assessment Criteria (1.1 to 9.1) *The learner can*
1. Understand detached and outreach youth work.	1.1 Define 'detached' and 'outreach' youth work. 1.2 Explain the role of a detached and outreach youth worker. 1.3 Evaluate the benefits and challenges of targeted detached and outreach work. 1.4 Explain how the values and principles of detached and outreach youth work relate to generic youth work principles and practice.
2. Understand the skills and knowledge required to be a detached and outreach worker.	2.1 Evaluate personal knowledge and skills against those required for the role of a detached and outreach youth worker. 2.2 Explain the differences in professional boundaries between outreach, detached and centre based youth work.
3. Understand the importance of power and relationships for detached and outreach youth work.	3.1 Compare the difference in power dynamics between detached and outreach and centre based work with young people. 3.2 Explain the dynamics and roles within a group of

		young people observed on detached and outreach youth work practice.
	3.3	Explain how different approaches with young people affects their participation in detached and outreach youth work.
4. Understand how practice, legislation and organisational needs affect detached and outreach youth work.	4.1	Explain how each of the following affects detached and outreach youth work: a. organisational policies and procedures b. organisational support c. recording procedures d. child protection, safeguarding and confidentiality e. professional boundaries f. professional safety and risk g. ethical issues h. quality assurance i. legislation
5. Create a plan for detached and outreach youth work.	5.1	Create a plan for detached and outreach youth work to include: a. the rationale for intervention b. the evidence to support the rationale c. aims, objectives and outcomes d. resources (including people) e. length of time to implement the plan f. safety, boundaries and risk g. communication methods with young people h. methods for engaging with young people and the local community i. community profile to include partners and other organisations j. exit strategy k. evaluation
6. Be able to implement a plan for detached and outreach youth work.	6.1	Carry out detached youth or outreach youth work sessions following own plan of work and organisational policies and procedures.
7. Be able to record detached and outreach sessions.	7.1	Effectively record detached and outreach sessions evidencing the following:

	a. how initial contact was managed
	b. communication with young people
	c. child protection and confidentiality issues
	d. how personal safety was maintained
	e. how organisational procedures were maintained
	f. engagement with the local community
	g. how professional boundaries were maintained
	h. how legislation impacted on practice
8. Evaluate the impact of detached and outreach sessions.	8.1 Evaluate the sessions completed, detailing: a. areas for improvement b. future development plans c. young people's feedback d. positive and negative impact of the work
9. Be able to reflect on professional detached and outreach practice.	9.1 Critically reflect on own practice, to include: a. organisational support b. areas of good practice c. areas for future development

B02 – Facilitate the Learning and Development of Young People through Mentoring

Unit Reference	A/617/9801
Level	3
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 6) *The learner will*	Assessment Criteria (1.1 to 6.1) *The learner can*	
1. Understand the principles of mentoring young people	1.1	Define the term mentoring.
	1.2	Explain the different stages of a mentoring relationship with young people.
	1.3	Explain the process of recording regarding an ongoing mentoring relationship with a young person.
2. Understand how to facilitate the learning and development needs of young people through mentoring.	2.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of young people.
	2.2	Explain how different styles and methods of mentoring impact on the learning and development of young people.
3. Be able to support young people to address their individual learning and development needs.	3.1	Support young people to express their goals and aspirations.
	3.2	Support young people to identify ways of removing barriers to achievement.
	3.3	Support young people to create a personal development plan.

4. Be able to promote the wellbeing, resilience and achievement of young people through mentoring.	4.1	Explain the importance of promoting the wellbeing, resilience and achievement of young people through mentoring.
	4.2	Demonstrate mentoring strategies and activities with young people that support their wellbeing and resilience.
5. Understand the boundaries of a mentoring relationship.	5.1	Explain the importance of a formal agreement for a mentoring relationship.
	5.2	Explain the importance of mentoring guidelines.
	5.3	Analyse potential ethical issues that may arise.
	5.4	Explain situations when mentees may benefit from being referred to other professionals.
6. Understand how to review the effectiveness of the mentoring process.	6.1	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual young people.

B03 – Principles of Supporting Young People with regard to Relationships and Sexual Health

Unit Reference	T/617/9814
Level	3
Credit Value	2
Guided Learning	10 hours
Unit Summary	This unit outlines knowledge and skills relating to supporting young people in relation to relationships and sexual health.

Learning Outcomes (1 to 2) *The learner will*	Assessment Criteria (1.1 to 2.4) *The learner can*	
1. Understand the issues that may affect young people with regard to relationships and sexual health.	1.1	Explain the issues affecting that may affect young people with regard to relationships and sexual health.
	1.2	Identify factors which could affect attitudes and behaviour with regard to relationships and sexual health.
	1.3	Explain how the factors identified in 1.2 could affect young people's decision-making in regard to relationships and sexual health.
	1.4	Explain the social, health and emotional impacts associated with relationships, sexual activity or teenage pregnancy.
2. Understand how to support young people in regard to relationships and sexual health.	2.1	Summarise good practice when working with young people with regard to relationships and sexual health.
	2.2	Explain how to support young people to identify their needs and priorities.
	2.3	Describe the codes of practice, relevant professional guidance and organisational policies relevant to this area of youth work.
	2.4	Explain the importance of adhering to policies and guidelines with regard to professional conduct, confidentiality and gaining consent.

B04 – Support Young People who are Refugees or Seeking Asylum

Unit Reference	F/617/9816
Level	3
Credit Value	3
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are refugees or seeking asylum. 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 the issues affecting young people who are refugees or seeking asylum.	1.1 Describe the issues which may affect the daily lives of young people who are seeking asylum. 1.2 Explain the impact of the broader social and legal environment on the needs of young people seeking asylum.
2. Understand how to support young people who are refugees or seeking asylum.	2.1 Describe the information, advice, agencies, charities and support services which are available to young people who are refugees or seeking asylum locally and nationally. 2.2 Describe how to support young people who are refugees or seeking asylum to identify and their concerns, priorities and realistic options. 2.3 Describe how to encourage young people who are refugees or seeking asylum to take action upon their concerns, priorities and realistic options.
3. Understand the statutory and legal frameworks in relation to protecting young people who are refugees or seeking asylum.	3.1 Describe the statutory and legal frameworks for protecting the rights of young people who are refugees or seeking asylum.

B04 – Support Young People who are Refugees or Seeking Asylum

B05 – Support Young People to Achieve their Learning Potential

Unit Reference	**K/617/9826**
Level	**3**
Credit Value	**3**
Guided Learning	**15 hours**
Unit Summary	This unit outlines knowledge and skills relating to supporting young people to achieve their learning potential. Learners must have access to a real work environment.
Learning Outcomes (1 to 4) *The learner will*	**Assessment Criteria (1.1 to 4.6)** *The learner can*
1. Understand legislation and policies that affect young people's education and learning.	1.1 Describe legislation that affects young people's access to education and learning opportunities. 1.2 Explain how current national policies have influenced access to learning opportunities for young people.
2. Be able to support young people to learn and achieve.	2.1 Facilitate young people's recognition of how their interests, talents and abilities can help them to learn. 2.2 Demonstrate how you have supported a young person to achieve a goal.
3. Understand to work with others to support young people to achieve learning outcomes.	3.1 Explain the importance of the role that parents and carers may play in young people's learning. 3.2 Describe the roles of key professionals involved in supporting young people's learning. 3.3 Explain the importance of information sharing between those involved in young people's learning. 3.4 Explain potential barriers to information sharing between those involved in young people's learning.

4. Be able to work with young people to make the most of learning opportunities.	4.1	Engage with young people to set and monitor progress towards goals and targets.
	4.2	Support young people's learning activities.
	4.3	Support young people to address their barriers to learning.
	4.4	Support young people to identify how to transfer their learning to other areas of their lives.
	4.5	Provide young people with positive feedback to celebrate their achievements.
	4.6	Work with young people to evaluate their learning.

B06 – Support Young People who are Looked After or are Leaving Care

Unit Reference	Y/617/9837
Level	3
Credit Value	3
Guided Learning	20 hours
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are looked after or are leaving care. 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 the issues affecting young people who are looked after or leaving care.	1.1	Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care.
	1.2	Explain the key factors that may be relevant to the needs of young people who are looked after or leaving care.
2. Be able to support young people who are looked after or leaving care.	2.1	Describe sources of information and support services which are available to support young people who are looked after or leaving care.
	2.2	Support young people to share their views about their care plan.
	2.3	Support young people to maintain positive relationships and contact with support systems.
3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care.	3.1	Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care.
	3.2	Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.

B07 – Support Young People's Transition to Independence

Unit Reference	H/617/9792
Level	3
Credit Value	2
Guided Learning	12 hours
Unit Summary	This unit outlines knowledge and skills relating to support young people's transition to independence. 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 way that young people move from dependence to independence.	1.1 Explain how independence is relative to each individual young person's stage of development, level of understanding and ability. 1.2 Describe the reasons why some young people may find it difficult to move to independence. 1.3 Explain the reasons why independence should be a staged process.
2. Understand how to support young people to prepare for the practical challenges of independence.	2.1 Identify a range of potential practical challenges to individual independence. 2.2 Explain the purpose and reasons for development plans for young people's transition to independence. 2.3 Work with a young person to identify their skills and areas for development for independent living.
3. Understand how to prepare young people for the emotional challenge of independence.	3.1 Describe emotional challenges that may be experienced by young people as they move towards independence. 3.2 Identify ways to support young people to develop emotionally in moving towards independence to include:

		a. interpersonal skills b. resilience skills c. reducing transition anxiety
4. Be able to prepare young people to assess personal risks and protect themselves.	4.1	Analyse the range of risks for young people transitioning to independence.
	4.2	Communicate to young people how to assess risks in day to day situations.
5. Understand how to support young people's information and guidance needs when moving toward independence.	5.1	Identify the range of support services and systems available to young people moving towards independence, locally and nationally.
	5.2	Provide young people with information, guidance and advice to support their transition to independence.

B08 – Referrals and Signposting in Youth Work Settings

Unit Reference	H/617/9842
Level	3
Credit Value	2
Guided Learning	10 hours
Unit Summary	This unit outlines knowledge and skills relating to referrals and signposting in youth work settings. 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 how youth work supports the referral of young people.	1.1 Summarise how youth work principles support young people when signposted to support services and individuals. 1.2 Explain the role of the youth worker in signposting and referring young people to supporting services. 1.3 Explain how own youth work practice supports young people.
2. Understand the referral options that are available for young people.	2.1 Describe a range of referral services and individuals that support and help young people. 2.2 Explain how to identify the most appropriate referral opportunities for young people.
3. Be able to support young people through a referral process.	3.1 Support young people in relation to referral and signposting decision-making. 3.2 Enable young people to make informed choice in referral process. 3.3 Explain own role in a referral process.

B09 – Support Young People who are not in Employment, Education or Training or that have been excluded from School

Unit Reference	A/617/9846
Level	3
Credit Value	2
Guided Learning Hours	10
Unit Summary	This unit outlines knowledge and skills relating to supporting young people who are not in employment, education or training or have been excluded from school. Learners must have access to a real work environment.

Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.3) The learner can:
1. Understand the issues affecting young people not in education, employment, training or that have been excluded from school.	1.1 Describe issues and barriers that may affect young people who are not in employment, education or training. 1.2 Explain issues that may affect young people who are excluded from school. 1.3 Explain issues that can affect young people's opportunities for accessing employment, education or training. 1.4 Explain the effects of exclusion on the health, safety and well-being of young people. 1.5 Describe the information, support and community services which are available to support young people not in education, employment or training and young people that have been excluded from school.
2. Be able to support young people who are not in employment, education or training or excluded from	2.1 Support young people to identify and access relevant sources of information, advice and guidance about their employment and training

school.	options, rights and responsibilities.
	2.2 Support young people to recognise the benefits that employment, education or training opportunities may offer to them.
	2.3 Support young people to plan how to achieve their employment, education and training goals.

B10 – Work with Young People Involved in or Impacted by Youth Violence, Criminal Activities and Exploitation

Unit Reference	**J/617/9848**
Level	**3**
Credit Value	**3**
Guided Learning Hours	**15**
Unit Summary	This unit outlines knowledge and skills relating to working with young people involved in and impacted by youth violence, criminal activities and exploitation. Learners must have access to a real working environment.

Learning Outcomes (1 to 4) ***The learner will:***	**Assessment Criteria (1.1 to 4.2)** ***The learner can:***
1. Understand the underlying issues contributing to involvement in or impact of youth violence and/or criminal activities.	1.1 Explain the factors that can contribute to young people's involvement in youth violence and/or criminal behaviour through exploitation. 1.2 Explain how peer influence can affect involvement in youth violence, criminal behaviour or exploitation. 1.3 Describe the positive and negative influence of the media on involvement in youth violence and criminal behaviour.

2. Understand how to use youth work skills to support young people impacted by youth violence, child criminal exploitation and child sexual exploitation.	2.1 Explain how to empower young people to:
	
	    a. express their views
	    b. understand their own behaviour
	
	 2.2 Explain the importance of trust and boundaries in negotiating relationships with young people involved in or impacted by youth violence, criminal exploitation or sexual exploitation.

	2.3	Explain the importance of body language when working with young people involved in youth violence.
	2.4	Identify local language and signs from own practice related to young people involved in youth violence, criminal activity / exploitation or sexual exploitation.
	2.5	Create a plan for safe working when working with young people involved in youth violence, criminal activity, those being criminally exploited or those being sexually exploited.
	2.6	Explain the three key aspects of desistance theory and the role youth work can play supporting young people with these.
3. Evidence understanding of the impact of youth violence, youth criminal activity, child criminal exploitation and child sexual exploitation.	3.1	Identify the potential impacts on young people of being involved in or impacted by youth violence, criminal activity, criminal exploitation or sexual exploitation.
	3.2	Identify local and national sources of support for young people involved in or impacted by youth violence, criminal activity, criminal exploitation or sexual exploitation.
	3.3	Explain how support services can positively impact young people impacted by youth violence, criminal activity, criminal exploitation or sexual exploitation through collaborative working.
4. Understand the local and national frameworks for working with young people involved in youth violence, criminal activity, child criminal exploitation or child sexual exploitation.	4.1	Explain different approaches to addressing serious youth violence, youth criminal activity, criminal exploitation and sexual exploitation.
	4.2	Identify local and national policies and initiatives designed to address serious youth violence, youth criminal activity, criminal exploitation and sexual exploitation.

B11 – Understand how Youth Work can Support Young People's Mental Health and Wellbeing

Unit Reference	L/617/9852
Level	3
Credit Value	2
Guided Learning Hours	12
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people with their mental health and wellbeing. 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 issues affecting young people's mental health and wellbeing.	1.1	Summarise the social, emotional and psychological issues that may affect young people's mental health and wellbeing.
	1.2	Explain the factors that may affect the needs of young people in relation to mental health and wellbeing.
2. Understand how to support young people's mental health and wellbeing.	2.1	Describe the sources of information, agencies and support services which are available to help young people in relation to mental health and wellbeing
	2.2	Explain how to help build self-confidence, independence and self-esteem in young people with regard to mental health and wellbeing.
	2.3	Explain how to support young people to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement.

3. Know about the statutory and legal frameworks in relation to young people's mental health and wellbeing.	3.1	Describe the statutory and legal frameworks for protecting young people's mental health and wellbeing.
4. Understand the role of the youth worker to support young people's mental health and wellbeing.	4.1	Explain the role that youth workers can have supporting young people with developing positive mental health.
	4.2	Evaluate own role as a youth worker supporting young people to develop positive mental health.

B12 – Understand how Youth Work can Support Young People who are Experiencing Poverty

Unit Reference	R/617/9853
Level	3
Credit Value	3
Guided Learning Hours	12
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people who are experiencing poverty. 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 the factors that can affect young people in relation to poverty.	1.1 Define the term poverty. 1.2 Explain the factors which place young people at the greatest risk of living in poverty.
2. Understand how youth work can support young people experiencing poverty.	2.1 Explain how youth work principles and practice relate to tackling poverty. 2.2 Explain how youth workers can support young people who are living in poverty. 2.3 Evaluate a local or national policy that has a positive impact for tackling child poverty.
3. Understand how poverty may impact young people's development.	3.1 Explain how poverty may impact on young people's development and learning opportunities.
4. Understand how young people can be supported in relation to poverty.	4.1 Explain how partnership organisations can support young people who are experiencing poverty.

| | 4.2 | Identify a range of organisations that can support young people who are experiencing poverty. |
| | 4.3 | Create an action plan for supporting young people experiencing poverty in own work setting. |

B13 – Understand how Youth Work can Support Young People who Misuse Substances

Unit Reference	D/617/9855
Level	3
Credit Value	3
Guided Learning Hours	20
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work can support young people who misuse substances. 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 substance misuse.	1.1 Define substance misuse.
	
	1.2 Describe a range of substances to include their:
	
	    a. street names
	    b. long-term effects
	        short-term effects
	    c. different categories

2. Understand the impact of substance misuse on young people and the youth work provision.	2.1 Evaluate the impact of substance misuse on young people in relation to:
	
	    a. their development
	    b. long-term effects
	    c. short-term effects
	    d. their family
	    e. the community
	
	2.2 Summarise the impact of substance misuse on the youth work provision.

3. Understand how youth work supports young people who misuse substances.	3.1	Explain how youth work principles and practice support young people who misuse substances.
	3.2	Describe a range of referral organisations that support young people who misuse substances.
4. Understand the boundaries that apply to youth workers when working with young people who misuse substances.	4.1	Explain the importance of professional boundaries between youth workers and young people who misuse substances.
	4.2	Explain the key principles of confidentiality and safeguarding that apply when working with young people who misuse substances.
	4.3	Explain how to communicate confidentiality protocols to young people in youth work settings.
	4.4	Explain how information sharing protocols are important for supporting young people who misuse substances.

B14 – Understand how Youth Work Supports Young People who are Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ+)

Unit Reference	H/617/9856
Level	3
Credit Value	2
Guided Learning Hours	12
Unit Summary	This unit outlines knowledge and skills relating to understanding how youth work supports young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+). Learners must have access to a real work environment.

Learning Outcomes (1 to 2) *The learner will:*	Assessment Criteria (1.1 to 2.4) *The learner can:*
1. Understand the issues affecting young people who are lesbian, gay, bisexual, and transgender and/or questioning (LGBTQ+).	1.1 Define what it means to be LGBTQ+. 1.2 Explain the personal, psychological, social and health issues that may affect young people who are LGBTQ+. 1.3 Give definitions for the following: a. homophobia b. transphobia c. heterosexism 1.4 Explain how LGBTQ+ people can be affected by the following: a. homophobia b. transphobia c. heterosexism 1.5 Explain why "coming out" is important for LGBTQ+ young people.

2. Understand how youth work can support young people who are LGBTQ+.	2.1	Explain how youth work can support young people who are LGBTQ+.
	2.2	Evaluate own youth work practice with young people who are LGBTQ+.
	2.3	Evaluate own organisational practices in relation to supporting the needs of young people who are LGBTQ+.
	2.4	Describe a range of organisations that can support LGBTQ+ young people.

B15 – Understand how to Manage Staff in a Youth Work Setting

Unit Reference	K/617/9857
Level	3
Credit Value	3
Guided Learning Hours	20
Unit Summary	This unit outlines knowledge and skills relating to understanding how to manage staff 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. Understand the principles of staff management in a youth work setting.	1.1 Explain the principles of staff management in a youth work setting. 1.2 Compare different approaches to management of staff and analyse for own setting. 1.3 Summarise types of supervision, including the role of team supervision.
2. Understand how to promote and maintain effective working relationships.	2.1 Explain the characteristics of effective team work. 2.2 Explain how to build effective working relationships within a team. 2.3 Explain team development processes and team roles. 2.4 Review and revise communication approaches within team working.
3. Understand how to manage conflict within a team.	3.1 Describe the potential triggers of conflict. 3.2 Explain the impact of conflict within a team.

	3.3	Evaluate different approaches to managing conflict within a team.
4. Understand how to manage staff and volunteers in a youth work setting.	4.1	Explain the different roles and responsibilities of volunteers.
	4.2	Summarise how volunteer roles complement and differ from those of paid staff.
	4.3	Explain effective practice used to manage staff and volunteers.
	4.4	Evaluate own practices by reflecting on own performance.
5. Understand how to review own management role and areas for development.	5.1	Evaluate own role, responsibilities and management style.
	5.2	Summarise own areas of development based on reflective practice.
	5.3	Summarise own areas of development based on peer feedback.
	5.4	Describe own role and responsibilities for the health, safety and emotional wellbeing of self and team.

B16 – Facilitating Youth Trips and Residentials

Unit Reference	M/617/9858
Level	3
Credit Value	4
Guided Learning Hours	18
Unit Summary	This unit outlines knowledge and skills relating to facilitating youth trips and residentials. 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 benefits of young people participating in trips and residentials.	1.1	Explain the benefits of young people taking part in trips and residentials.
	1.2	Explain how residentials and trips relate to youth work learning aims and objectives.
2. Understand legislation, policy and safeguarding requirements for youth trips and residentials.	2.1	Describe legislative and policy requirements for trips and residentials.
	2.2	Explain the importance of the safeguarding of young people when on a trip or residential.
	2.3	Explain the risk assessment process for youth trips and residentials.
	2.4	Explain emergency procedure plans for the trip or residential.
3. Be able to plan youth trips or residentials.	3.1	Plan a youth trip or residential following own organisations procedures.
	3.2	Clarify roles and responsibilities to all staff and volunteers involved in the trip or residential.

	3.3	Identify learning goals with young people to plan activities during the trip or residential.
4. Be able to use facilitation and evaluation in trips and residentials to enable learners to self-assess and reframe their learning.	4.1	Apply a range of facilitation and evaluation skills during the trip or residential, to enable young people to identify whether their learning goals have been achieved.
5. Be able to work as part of a team during a youth trip or residential.	5.1	Demonstrate how to work as part of a team during a trip or residential.
	5.2	Evaluate how own role and responsibilities contribute to the effectiveness of the team.

B17 – Young People's Participation in Youth Work

Unit Reference	T/617/9859
Level	3
Credit Value	2
Guided Learning Hours	15
Unit Summary	This unit outlines knowledge and skills relating to young people's participation 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 4.2) The learner can:
1. Understand young people's participation in a youth work setting.	1.1 Explain how young people's participation relates to the principles of youth work. 1.2 Explain how young people's participation is supported by national standards. 1.3 Compare and contrast models of participation. 1.4 Discuss how the United Nation's Convention on the Right of the Child supports young people's participation.
2. Understand how young people's participation is evidenced in youth work.	2.1 Evaluate examples of young people's participation in a youth work setting. 2.2 Evaluate barriers to participation within a youth work setting and present ways to overcome them. 2.3 Examine the impact of supporting young people's participation within youth work.
3. Be able to support and promote young people's participation in	3.1 Plan a project to support and promote young

youth work.		people's participation in a youth work setting.
	3.1	Deliver a project to promote young people's participation in a youth work setting.
	3.2	Evaluate the effectiveness of a project to promote young people's participation in a youth work setting.
4. Be able to evaluate personal practice in relation to young people's participation.	4.1	Reflect on own personal youth work practice in relation to young people's participation.
	4.2	Create own personal development plan to promote young people's participation.

B18 – Managing Performance in a Youth Work Setting

Unit Reference	R/506/9178
Level	3
Credit Value	3
Guided Learning Hours	15
Unit Summary	This unit outlines knowledge and skills relating to managing performance in a youth work setting. Learners must have access to a real work environment.

Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.5) The learner can:
1. Understand the role, functions and processes of management.	1.1 Assess theories and models of management. 1.2 Analyse a manager's responsibilities for planning, coordinating and controlling work. 1.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives.
2. Understand the role of management in a youth work setting.	2.1 Identify the role of management in a youth work setting. 2.2 Explain the importance of effective decision-making in planning youth work programme. 2.3 Identify information required to make decisions that take into account business objectives, values and policies. 2.4 Explain how one model of management could be used to guide a manager's actions.

3. Understand performance management in a youth work setting.	3.1	Explain the difference between outcomes and outputs.
	3.2	Explain the relationship between business objectives and performance management.
	3.3	Describe performance management techniques suitable for a youth work setting.
	3.4	Explain the features of a performance management system.
	3.5	Describe the use of management information and accounts in performance management.

B19 – Managing a Budget within a Youth Work Setting

Unit Reference	K/617/9860
Level	3
Credit Value	2
Guided Learning Hours	12
Unit Summary	This unit outlines knowledge and skills relating to managing a budget 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 4.3) The learner can:	
1. Understand how to identify budgetary requirements.	1.1	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve a realistic budget.
	1.2	Describe the components of a budget sheet.
	1.3	Define the elements needed to gain stakeholder support for the budget.
2. Be able to set a budget.	2.1	Describe the importance of budget setting in a youth work setting.
	2.2	Analyse information that enables realistic budgets to be set.
	2.3	Perform a risk assessment and create a contingency plan.
	2.4	Assess effectiveness of organisational policies and procedures for budget setting.
	2.5	Explain how to report spending against the budget for fund holders so that they can track own spending.

3. Be able to manage a budget.	3.1	Apply budget monitoring and control techniques.
	3.2	Identify causes of variations on the budget.
	3.3	Propose realistic revisions to the budget, supporting recommendations with evidence.
	3.4	Carry out budget related reports and information within agreed timescales.
	3.5	Explain the actions to be taken in the event of suspected instances of fraud, malpractice with money.
4. Be able to evaluate the use of a budget.	4.1	Undertake a SWOT analysis in terms of what has worked and the areas for improvement.
	4.2	Evaluate own role and responsibility in terms of what has worked and areas for improvement.
	4.3	Evaluate the effectiveness of the budget setting process and make recommendations.

B20 – Effective Outcomes-Based Youth Work

Unit Reference	A/617/9863
Level	3
Credit Value	3
Guided Learning Hours	12
Unit Summary	This unit outlines knowledge and skills relating to effective outcomes-based youth work. Learners must have access to a real work environment.

Learning Outcomes (1 to 4) *The learner will*	Assessment Criteria (1.1 to 4.2) *The learner can*	
1. Understand the principles of outcomes-based youth work.	1.1	Differentiate between aims, outcomes, outputs and impact of youth work practice.
	1.2	Analyse how outcomes-based practice can result in positive changes in individuals' lives.
	1.3	Describe an Outcomes Framework for Young People and how it can be applied in a youth work setting.
2. Understand the importance of identifying outcomes for youth work.	2.1	Explain the importance of identifying outcomes for youth work
	2.2	Compare and contrast the different types of outcomes and their impact on young people, key stakeholders and the local community.
3. Be able to plan, implement and evaluate an outcomes-based youth work programme.	3.1	Plan an outcomes based project with young people including the short and medium term outcomes.
	3.2	Implement this project with young people.

	3.3	Identify the methods you will use to evaluate its impact on young people and other stakeholders.
	3.4	Apply these methods to evaluate the programme.
4. Understand how to communicate the outcomes of a programme to key stakeholders.	4.1	Analyse a range of different methods of presenting outcomes to different types of stakeholders.
	4.2	Evaluate the most effective approach to communicate with identified stakeholders.

B21 – Anti-Discriminatory Practice in Youth Work

Unit Reference	R/617/9867
Level	3
Credit Value	3
Guided Learning Hours	20
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 4) The learner will:	Assessment Criteria (1.1 to 4.2) The learner can:
1. Understand anti-discriminatory practice in youth work.	1.1 Define what is meant by anti-discriminatory practice. 1.2 Explain 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 Explain what is meant by protected characteristics groups. 1.5 Describe the protected characteristics groups as stated in current legislation.

2. Understand how anti-discriminatory practice impacts on youth work delivery.	2.1 Explain the consequences of not meeting the protected characteristics of a group in relation to:
	
	  a. own practice
	  b. youth service delivery
	
	2.1 Summarise how the needs of protected characteristics groups can be met:
	
	  a. through own practice

	b. within the youth work environment
3. Understand prejudice and discrimination.	3.1 Explain the meaning of the following terms: a. prejudice b. stereotyping c. stigma d. labelling e. discrimination f. equality g. diversity h. hate crime i. hate speech 3.2 Critically compare the differences between prejudice and discrimination. 3.3 Explain 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
4. Understand how to evaluate personal practice in relation to anti-discriminatory practice.	4.1 Evaluate own youth work practice in relation to anti-discriminatory practice. 4.2 Create a development plan in relation to anti-discriminatory practice.

B22 – Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting

Unit Reference	T/617/9876
Level	3
Credit Value	3
Guided Learning Hours	20
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 4.3) *The learner can:*
1. Understand the needs of young people with disabilities and/or diverse learning needs.	1.1 Give definitions 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 in a youth work setting. 1.4 Explain young people's own role in deciding their needs. 1.5 Explain 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 additional learning needs.

	2.3	Explain the principles of working inclusively with young people with disabilities or additional learning needs.
3. Be able to contribute to the inclusion of young people with disabilities and diverse learning needs in the 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. Be able to support young people with disabilities and those with diverse learning needs to participate in a full range of activities and experiences.	4.1	Explore adaptations that can be made to support young people with disabilities and young people with diverse learning needs in a youth work setting.
	4.2	Explain how to support the quality of opportunity for young people with disabilities and young people with diverse learning needs within a youth work setting.
	4.3	Demonstrate partnership working with young people and others to review and improve activities and experiences provided for young people with disabilities and young people with diverse learning needs.

B23 – Supervision in the Youth Work Context

Unit Reference	**A/617/9880**
Level	3
Credit Value	3
Guided Learning Hours	25
Unit Summary	This unit outlines knowledge and skills relating to supervision in a youth work context. 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 the range of roles and functions of supervision.	1.1 Explain the functions of supervision. 1.2 Analyse the key roles of supervision in supporting youth workers.
2. Understand organisational arrangements for providing supervision.	2.1 Justify the key requirements of a model arrangement for supervision. 2.2 Summarise the arrangements for supervision within own organisation.
3. Understand the requirements for a successful supervision environment.	3.1 Explain the importance of establishing an effective relationship at the start of supervision. 3.2 Summarise key communication skills used in supervision. 3.3 Explain the professional boundaries required for supervision. 3.4 Summarise the record-keeping required for good practice.

4. Understand the importance of reflective practice and its application to youth work.	4.1 Explain the importance of developing own reflective practice.
	4.2 Evaluate the application of reflective practice to youth work.
5. Be able to undertake a supervision session in the supervisor role.	5.1 Demonstrate own supervision skills to a one-to-one supervision session.
	5.2 Evaluate own supervision session by reflecting on own performance.
	5.3 Identify areas of own development in supervision skills.

B24 – Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting

Unit Reference	J/617/9882
Level	3
Credit Value	3
Guided Learning Hours	20
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.

Learning Outcomes (1 to 4) *The learner will:*	Assessment Criteria (1.1 to 4.6) *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 Analyse ways in which young people can explore and express their values and beliefs. 1.3 Identify and critique own values and beliefs. 1.4 Evaluate how own values and beliefs inform personal experience and professional practice.
2. Facilitate the exploration of values, beliefs and spiritual development in a youth work setting.	2.1 Plan activities with young people that explore ideas of nature, nurture, context and community in the development of 'values' and 'beliefs'. 2.2 Deliver activities which enable young people to explore values and beliefs and to develop spiritually. 2.3 Critically reflect on the effectiveness of activities which enable young people to explore values and beliefs and to develop spiritually.

	2.4	Work within 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 facilitating the exploration of values and beliefs by young people.
	3.2	Analyse why young people may get involved in faith community activities.
	3.3	Explore potential barriers to participation in faith community activities.
	3.4	Apply and assess the effectiveness of youth work practice and principles when operating within faith communities.
4. Understand and evaluate youth work within a faith based context.	4.1	Critically evaluate opportunities within the faith community for young people to explore values and beliefs and develop spiritually.
	4.2	Deliver activities which will enable young people to reflect on their values and beliefs.
	4.3	Enable young people to reflect on their values and beliefs of the wider faith community.
	4.4	Support young people to challenge the values and beliefs of the faith community where necessary and be challenged themselves.
	4.5	Plan activities and programmes which will enable spiritual development and support faith formation.
	4.6	Critically reflect on the effectiveness of the youth work undertakes in a faith based context.

B25 – Youth Work in Digital Spaces and Places

Unit Reference	D/617/9791
Level	2
Credit Value	2
Guided Learning Hours	10
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

B26 – Trauma Informed Approaches to Youth Work

Unit Reference	L/617/9883
Level	3
Credit Value	4
Guided Learning Hours	25
Learning Outcomes **(1 to 7)** *The learner will:*	**Assessment Criteria** **(1.1 to 7.1)** *The learner can:*

1. Understand the effects of trauma.	1.1 Define Trauma.
	
	1.2 Explain how trauma impacts on neurological development.
	
	1.3 Describe how trauma can impact a young person's development in respect of the following:
	
	    a. emotional growth
	    b. social growth
	    c. physical growth
	    d. cognitive processes
	
	1.4 Explain the concept of 're-traumatising' and how to minimise this in engagement with young people.

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

3. Understand the term 'Adverse Childhood Experiences' (ACEs)	3.1	Define the term 'Adverse Childhood Experiences' (ACEs).
	3.2	Describe a range of ACEs.
	3.3	Explain how the number of ACE factors an individual has experienced may relate directly to an increase in risk and resilience.
4. Understand how to create open dialogue and engage sensitively with a young person according to their needs.	4.1	Explain appropriate ways of communicating with young people who have experienced trauma.
	4.2	Describe how relational working is essential when applying trauma informed practice principles.
	4.3	Explain the skills required to work effectively and build positive relationships with young people who have experienced trauma.
5. Understand how to utilise 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 how a young person might already be utilising resilience to manage their trauma and build on this personal strength.
	5.3	Describe methods available to support the increase of resilience and self-esteem using a trauma informed approach.
6. Understanding the impact of secondary trauma.	6.1	Define secondary trauma.
	6.2	Understand how secondary trauma may affect persons working with young people directly affected by trauma.
	6.3	Identify ways to manage secondary trauma.
7. Understand how to facilitate empowerment.	7.1	Explain how trauma informed approaches can offer young people choice and control in their recovery.

B27– Social Action

Unit Reference	K/617/9888
Level	3
Credit Value	3
Guided Learning Hours	30
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 6) The learner will:	Assessment Criteria (1.1 to 6.3) The learner can:
1. Understand Social Action.	1.1 Describe the importance of young people having a voice in social change. 1.2 Outline current legislation/policies that gives young people the right to be heard. 1.3 Identify the benefits of youth participation in Social Action. 1.4 Describe the various ways that young people participate in bringing social change locally and nationally. 1.5 Identify local and national youth projects or activities that have influenced social change.
2. Understand key elements of Social Action Projects with young people.	2.1 Identify the key elements to consider when implementing Social Action Projects. 2.2 Describe the objects of each of the elements that have been identified in 2.1. 2.3 Explain the benefits of Social Action projects. 2.4 Evaluate examples of Social Action projects for

		community and young people locally or nationally.
3. Understand how to address challenges when delivering Social Action projects.	3.1	Identify the types of challenges that may occur when implementing a Social Action project.
	3.2	Describe how you could overcome these challenges.
	3.3	Explain how a failed project can still be of benefit.
4. Understanding team work and leadership when developing a Social Action project.	4.1	Describe the importance of team work when implementing Social Action projects.
	4.2	Identify the key stakeholders that the project would engage with in order for it to achieve its objective.
	4.3	Outline the leadership skills and qualities required by a youth worker to implement a successful project.
	4.4	Explain how to support young people to develop leadership skills and qualities to implement a successful project.
5. Understand the impact of Social Action projects in the community.	5.1	Give examples of the impact of Social Action projects locally.
	5.2	Give examples of the impact of Social Action projects nationally.
6. Be able to implement a Social Action project with young people.	6.1	Create a plan for a Social Action project with young people locally or nationally.
	6.2	Facilitate the implementation of the Social Action project with young people.
	6.3	Evaluate with young people the effectiveness of the project.

B28 – Loneliness and Isolation for Young People – Advanced Youth Work Approaches

Unit Reference	**A/618/6408**
Level	3
Credit Value	4
Guided Learning Hours	40
Unit Summary	This unit analyses 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 Analyse possible causes for youth loneliness and isolation 1.3 Explain possible contexts for youth loneliness and isolation 1.4 Summarise different causes and consequences of youth loneliness and isolation

2. Understand how to address youth loneliness and isolation in youth work settings.	2.1 Explain why it is important to tackle youth loneliness and isolation.
	2.2 Summarise some of the ways youth workers can identify that youth loneliness and isolation is an issue.
	2.3 Explain the importance of having evidence to inform work on loneliness and isolation.
	2.4 Analyse the benefits and disadvantages of 2 or more assessment tools to gather evidence of youth loneliness and isolation.
	2.5 Explain why it is important to challenge assumptions and stereotypes about youth loneliness and isolation.
3. Plan and deliver a programme to focus on youth loneliness and isolation with young people as co-designers and co-facilitators.	3.1 Summarise the key elements required to address youth loneliness and isolation including involving young people as co-designers and co-facilitators.
	3.2 Analyse different youth work approaches to tackling youth loneliness and isolation.
	3.3 Plan a programme of youth work activities responding to youth loneliness and isolation.
	3.4 Deliver a programme of youth work activities responding to youth loneliness and isolation.
4. Evaluate own practice and approaches to tackling youth loneliness and isolation.	4.1 Evaluate own knowledge, skills and understanding in relation to youth loneliness and isolation.
	4.2 Reflect on the effectiveness of own programme design and delivery.
	4.3 Summarise 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 ABC 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 website.

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