

**Learner Unit Achievement Checklist**

**SEG Awards Level 4 Certificate in Professional Development (Youth Work)**

**610/1550/7**

###### SEG Awards Level 4 Certificate in Professional Development (Youth Work)

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

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

**Y/650/4029 Introduction to Professional Development (Youth Work) - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Examine the characteristics which define the Youth Work relationship in contrast with other services working with young people.  **1.2** Determine distinctive features and practices in the formation of the Youth Work relationship.  **1.3** Evaluate the contribution of Youth Work values, principles and cornerstones to the formation of the Youth Work relationship.  **1.4** Explain the value of the Youth Work relationship for young people in the context of their social education, support needs and community. |  |  |  |  |
| **2.1** Explore Youth Work’s historic and ongoing relationship with other services working with young people.  **2.2** Define the key features of partnership working.  **2.3** Explore the benefits of partnership working for: • Young people • Allied services • Youth Workers |  |  |  |  |
| **3.1** Reflect on own motivation to working in Youth Work.  **3.2** Recognise own training and development needs.  **3.3** Create a SMART action plan for own CPD.  **3.4** Analyse how own professional development contributes to improved outcomes for: • Young people • Youth Workers |  |  |  |  |

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**F/650/4030 Conflict Transformation and Trauma Informed Practice in Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explore the nature of conflict and the underlying perspectives that inform it.  **1.2** Explore Mayer and Moore’s “Wheel of Conflict” as a model for understanding the causes and dynamics of conflict.  **1.3** Critically analyse Mayer and Moore’s “Wheel of Conflict” as a tool for examining conflict and designing practice based reformatory solutions. |  |  |  |  |
| **2.1** Explore key definitions of power.  **2.2** Examine the types and sources of power in a Youth Work setting.  **2.3** Analyse the impact of personal and structural power dynamics on the creation of conflict.  **2.4** Identify a range of methods designed to alter the power dynamics in a Youth Work setting to prevent or de-escalate conflict.  **2.5** Review the effectiveness of a range of methods for transforming conflict designed to alter the power dynamics in a Youth Work setting. |  |  |  |  |
| **3.1** Explore the definitions and types of trauma.  **3.2** Examine common triggers and responses to trauma in young people.  **3.3** Examine the impact of trauma on young people and the practitioners working with them.  **3.4** Identify a range of Trauma Informed Practices that can be used to transform conflict in a Youth Work setting.  **3.5** Review the effectiveness of a range of Trauma Informed Practices in transforming conflict in a Youth Work setting.  **3.6** Reflect on the possible impact of vicarious trauma on your own practice and identify techniques to mitigate it. |  |  |  |  |
| **4.1** Explore a range of change process models and their approach to overcoming resistance to change.  **4.2** Analyse how a change model could be used to assist conflict transformation.  **4.3** Evaluate own knowledge and understanding of the role of power, trauma and resistance to change in conflict transformation. |  |  |  |  |

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**K/650/4033 Detached Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define detached Youth Work with reference to both the principles of generic Youth Work and its particular characteristics.  **1.2** Examine potential implications of using the ‘language of detached Youth Work’ in practice, particularly in relation to issues of power, authority and control.  **1.3** Discuss the multiple languages of other stakeholders, including young people, colleagues, managers and partner agencies, and how the detached worker engages with these diverse languages. |  |  |  |  |
| **2.1** Outline a range of contexts in which detached Youth Work might occur.  **2.2** Explain how knowledge and understanding of these contexts informs practice.  **2.3** Identify potential tensions and dilemmas associated with working in varying contexts. |  |  |  |  |
| **3.1** Use case studies to evaluate a range of detached Youth Work approaches to diverse issues.  **3.2** Reflect on competing demands and drivers influencing detached Youth Work. |  |  |  |  |
| **4.1** Evaluate development of personal knowledge, skills and understanding in relation to own detached Youth Work practice.  **4.2** Provide evidence of how increased understanding of detached Youth Work theory has informed own practice.  **4.3** Develop a plan to further improve own knowledge, skills and understanding and advance professional development in relation to detached Youth Work. |  |  |  |  |

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**L/650/4034 Digital Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explore the role of digitalisation in young people’s lives.  **1.2** Define digital Youth Work.  **1.3** Critically appraise examples of different types of digital Youth Work. |  |  |  |  |
| **2.1** Discuss the importance of assisting young people to develop critical thinking and digital literacy.  **2.2** Investigate ways Youth Work can support young people to express themselves through digital creativity, encourage young people’s civic participation and build digital skills for life and work.  **2.3** Analyse the barriers to participation in digital Youth Work and suggest action to be taken for inclusion within practice/ service plans. |  |  |  |  |
| **3.1** Summarise the types of problems young people may encounter online and ways Youth Work can help deal with them.  **3.2** Communicate how to support young people to develop cyber secure behaviours.  **3.3** Assess risk and identify how to create a safer environment when delivering digital Youth Work. |  |  |  |  |
| **4.1** Plan, deliver and evaluate a piece of digital Youth Work practice.  **4.2** Reflect on own skills and competences for digital and online Youth Work.  **4.3** Summarise required development actions to improve own knowledge and skills in digital Youth Work. |  |  |  |  |

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**M/650/4035 Leadership and Management in Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define leadership and management within a Youth Work setting.  **1.2** Describe the context within which Youth Work takes place.  **1.3** Evaluate two different types of leadership styles within a Youth Work setting. |  |  |  |  |
| **2.1** Explain the context of the local area.  **2.2** Explain the strategic leadership models that apply within the context of the area.  **2.3** Analyse how government policy and economic contexts can influence leadership and management of youth services both locally and nationally.  **2.4** Assess how to strategically maximise the collaboration with partners within the sector. |  |  |  |  |
| **3.1** Analyse how leadership within a Youth Work sector responds to a range of practice settings  **3.2** Summarise opportunities and tensions that arise when applying Youth Work principles in other practice settings. |  |  |  |  |
| **4.1** Develop a plan that demonstrates own leadership and management style within a specific youth focused project.  **4.2** Deliver the project.  **4.3** Evaluate own leadership and management style throughout the project. |  |  |  |  |
| **5.1** Evaluate own knowledge and skills in relation to leadership and management.  **5.2** Summarise required development actions to improve own knowledge and skills in leadership and management. |  |  |  |  |

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**R/650/4036 Mental Health and Wellbeing in Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the components of mental health and how each relates to overall wellbeing.  **1.2** Analyse theories underpinning mental health and wellbeing in relation to young people. |  |  |  |  |
| **2.1** Explain environmental, emotional and behavioural risk factors that may adversely affect young people’s mental health and wellbeing.  **2.2** Explain environmental, emotional and behavioural protective factors that may positively affect young people’s mental health and wellbeing.  **2.3** Explain how intersectionality affects a young person’s mental health and wellbeing. |  |  |  |  |
| **3.1** Describe key elements of statutory and legal frameworks relating to young people’s mental health and wellbeing. |  |  |  |  |
| **4.1** Summarise the deficit model of mental health in relation to its usefulness for young people  **4.2** Summarise the recovery/strengths model of mental health in relation to its usefulness to young people. |  |  |  |  |
| **5.1** Identify key frameworks a youth worker can use in their day to day practice in relation to young people’s mental health and wellbeing.  **5.2** Summarise resources relating to mental health, and factors affecting the likelihood of these being accessed by young people.  **5.3** Identify approaches/resources a youth worker can use in their day to day practice |  |  |  |  |
| **6.1** Support young people to identify environmental, emotional and/or behavioural factors impacting negatively on their health and wellbeing.  **6.2** Support young people to identify social, environmental, emotional and/or behavioural factors impacting positively on their health and wellbeing. |  |  |  |  |
| **7.1** Reflect on own practice when using specific frameworks. |  |  |  |  |

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**Y/650/4038 Race and Racism and its relationship to Youth Work settings**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Create a brief summary of the history of racism in the UK and its global development and impact.  **1.2** Explore and articulate the meanings of race and racism within the UK.  **1.3** Explain the notion of whiteness and institutional power. |  |  |  |  |
| **2.1** Explain how critical race theory has contributed to Youth Work, drawing on evidence from own Youth Work practice.  **2.2** Analyse the social construction of race and the development of a racialised youth movement in the UK through Youth Work.  **2.3** Critically appraise how a co-production approach can support and address institutional power relations, drawing from examples in the field. |  |  |  |  |
| **3.1** Analyse social policy from the 1950’s to the current day contextualised around the impact of immigration on Youth Work and youth engagement including the: • Integration model • Assimilation model • Multi-cultural model • Community cohesion |  |  |  |  |
| **4.1** Analyse, using research evidence, the relationship between young people and the quality of service delivered in terms of outcomes/ engagement / participation and co-production.  **4.2** Evaluate examples of best effective practice across Youth Work, criminal justice, education and health.  **4.3** Reflect upon own practice to see what components of best practice could be introduced. |  |  |  |  |

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**H/650/4040 Strength-Based Approaches to Youth Work Practice**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explore what is meant by strength-based practice.  **1.2** Define Youth Work and identify how strength-based approaches align with Youth Work principles and purpose.  **1.3** Evaluate several strength-based approaches. |  |  |  |  |
| **2.1** Reflect on the development of Positive Psychology theory.  **2.2** Analyse the impact of Positive Psychology on traditional approaches in the discipline and influence. |  |  |  |  |
| **3.1** Explore the components and importance of a strength-based relationship in Youth Work practice.  **3.2** Describe the key knowledge and skillset needed for establishing and cultivating a strength-based relationship in Youth Work practice. |  |  |  |  |
| **4.1** Explain the purposeful use of “Self” in Youth Work practice.  **4.2** Examine self-awareness and its importance in practice.  **4.3** Summarise required development actions to improve own: • Knowledge • Skills • Self-awareness in the development of strength-based practice |  |  |  |  |

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**L/650/4043 Youth Work and Disability**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain where views and ideas about disability may come from.  **1.2** Describe the different ways of viewing and defining disability.  **1.3** Explain the social model, where it came from and its essential elements.  **1.4** Critically analyse the impact on practice of different models/ways of thinking about disability.  **1.5** Interpret how different theories about disability inform practice with reference to issues such as: access, inclusion and segregation. |  |  |  |  |
| **2.1** Identify the main barriers to participation and inclusion in Youth Work.  **2.2** Summarise the focus on removing the barriers – social, physical, attitudinal to participation and inclusion.  **2.3** Explain the key role of access in creating disability equality.  **2.4** Critically evaluate the ideas and effectiveness of the disability movement as a social movement and the role of civil disobedience in creating disability equality.  **2.5** Investigate the role of Disabled People’s Organisations (DPOs) in creating social change and disability equality in the UK and internationally. |  |  |  |  |
| **3.1** Explain internalized oppression, intersectionality and identity and the implications for Youth Work practice.  **3.2** Critically evaluate the impact of internalised oppression, segregated education and special needs thinking.  **3.3** Differentiate different approaches to addressing disability discrimination in different Youth Work settings.  **3.4** Investigate different routes to disability equality through mainstreaming and the ‘twin track’ approach in Youth Work.  **3.5** Critically evaluate the role of coproduction with young disabled people based on their lived experience. |  |  |  |  |
| **4.1** Explain a range of factors which create discrimination and exclusion and different ways of addressing institutional discrimination.  **4.2** Critically analyse the different approaches to participation in mainstream activities, alongside their non-disabled peers.  **4.3** Demonstrate an understanding the importance of self-direction, self-empowerment in meaningful participation.  **4.4** Critically appraise approaches to co-creating opportunities for young disabled people to participate and have control over decisions that affect their lives focusing on the importance of creating opportunities for young Disabled people to meet together, to have their say and participate in creating social change.  **4.5** Analyse the significance of evaluation to measure impact of active choice and autonomy for young Disabled people. |  |  |  |  |

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**M/650/4044 Youth Work and Faith**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Examine the history and development of faith-based Youth Work in the UK.  **1.2** Explore the defining and distinctive features of Youth Work in different faith traditions.  **1.3** Analyse the variance in motives and methods within and between faith traditions. |  |  |  |  |
| **2.1** Explore faith-based Youth Work’s historic and ongoing relationship with civil society.  **2.2** Critically engage with issues and dilemmas in faith-based Youth Work.  **2.3** Analyse the strengths of faith-based Youth Work and the shared values across faith-based and more secular expressions of Youth Work. |  |  |  |  |
| **3.1** Explore the particular support needs of young people from faith backgrounds.  **3.2** Analyse young people’s unique and overlapping identities and how these impact on their experiences of oppression.  **3.3** Be able to understand the role of reflection and dialogue in developing nuanced understandings among Youth Workers and young people about their faith identities. |  |  |  |  |

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**R/650/4045 Youth Work and LBGTQ+**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Examine the history and development of the LGBTQ+ movement and impact from an international perspective.  **1.2** Analyse the impact of a UK Equality champion in introducing equality legislation to support LGBTQ+ young people today.  **1.3** Examine the impact of UK legislation/government policy on current Youth Work practice. |  |  |  |  |
| **2.1** Compare the cultural differences between LGBTQ+ and non-LGBTQ+ communities, within the framework of intersectionality.  **2.2** Examine identity theories when applied to a given case study of a LGBTQ+ young person.  **2.3** Explore how current social and structural inequalities impact on LGBTQ+ young people’s experiences and identity.  **2.4** Evaluate current anti-discrimination policies and procedures within own organisation, focussing on approaches that promote LGBTQ+ equality in Youth Work practice. |  |  |  |  |
| **3.1** Explore the value of cultural competency in Youth Work practice when providing services for young people who are LGBTQ+?  **3.2** Examine the support needs of LGBTQ+ young people and the role of youth work in responding to and addressing those needs, underpinned by a participatory approach.  **3.3** Evaluate partnership working with other professionals and agencies to support LGBTQ+ young people, to include: • The roles and responsibilities of other professionals/agencies • Barriers and contributory factors in partnership working |  |  |  |  |
| **4.1** Critically reflect in and on own practice to develop and improve LGBTQ+ knowledge, skills and cultural competency.  **4.2** Apply the results of own reflection and development in 4.1 to own practice. |  |  |  |  |

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**T/650/4046 Youth Work and Local Strategy Local Youth Partnerships and Related Structures**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define ‘place’ and ‘place-based approach’.  **1.2** Identify key factors that contribute to defining the parameters of a place.  **1.3** Summarise the key areas and questions to ask when seeking to understand and investigate a place, local area or community. |  |  |  |  |
| **2.1** Explain the context for conducting needs assessment and assets assessment.  **2.2** Describe the tools that decision makers can use to assess needs and assets in a place.  **2.3** Describe the different kinds of data and information that can be used in a quality assessment of needs and assets. |  |  |  |  |
| **3.1** Describe the key infrastructure needed in a place to support a local ecosystem supporting children and young people.  **3.2** Describe how Youth Work and youth provision sits within this ecosystem.  **3.3** Describe different approaches to partnership working to support children and young people. |  |  |  |  |
| **4.1** Explain the importance of evaluation and learning to delivering outcomes for children and young people.  **4.2** Identify the evaluation and learning approaches that can be used when collaborating with others to achieve outcomes for children and young people.  **4.3** Analyse the opportunities and barriers to implementing learning and evaluation in partnership with others.  **4.4** Identify ways of measuring whether partnership working is supporting outcomes for children and young people. |  |  |  |  |
| **5.1** Evaluate own knowledge, skills and understanding in relation to partnership working.  **5.2** Assess the systems, structures and partnership work that directly relates to their work, role and context.  **5.3** Summarise required development actions to improve own knowledge, skills and understanding of partnership working. |  |  |  |  |

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**Y/650/4047 Youth Work and Social Pedagogy in Childrens Social Care**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify core principles and values of legislation and guidance in reference to safeguarding systems and care and leaving care.  **1.2** Explain the importance of developmental domains and ecological approaches.  **1.3** Consider how Youth Work values and principles apply to legislation and guidance concerning young people within safeguarding systems and care services.  **1.4** Reflect on your experience as a Youth Worker, identifying possible tensions and dilemmas that may exist when promoting the interests and needs of young people in safeguarding systems and care and leaving care services. |  |  |  |  |
| **2.1** Explain and apply social pedagogy’s conceptual tools to professional practice with young people.  **2.2** Reflect on Youth Work values and principles and how they connect to social pedagogy’s conceptual tools.  **2.3** Demonstrate how the Zone of Proximal Development informs the role of a Youth Worker in Common Thirds and as part of Associational activities. |  |  |  |  |
| **3.1** Define the terms contextual and complex safeguarding.  **3.2** Explain the evidence that underpins approaches to contextual and complex safeguarding.  **3.3** Describe the defining features of Child Exploitation.  **3.4** Reflect on the contribution Youth Work can make to promoting the development of young people within contextual and complex safeguarding systems. |  |  |  |  |
| **4.1** Appreciate the challenges young people in care and leaving care services experience and the reasons for poor transitions and outcomes.  **4.2** Reflect on your own experience of the benefits of using leisure-based activities with young people.  **4.3** Identify how leisure-based activities can create social capital for young people in care and leaving care systems. |  |  |  |  |

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

**A/650/4039 Youth Work and Social Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the values, activities and purpose of Youth Work.  **1.2** Explain the values, activities and purpose of Social Work.  **1.3** Analyse the main differences in approaches. |  |  |  |  |
| **2.1** Explain the legal status of Youth Work and Social Work.  **2.2** Explore professional cultures in Youth Work and Social Work and their differences/similarities. |  |  |  |  |
| **3.1** Analyse examples of Social Work practice and explore the consequences for ‘clients’.  **3.2** Analyse examples of Youth Work practice and explore the consequence for ‘clients’.  **3.3** Explore the whole range of practice and its implications for families and young people. |  |  |  |  |
| **4.1** Using the principles of Youth Work, identify areas that may conflict with Social Work principles.  **4.2** Explain how Youth Work and Social Work can complement each other for the benefit of young people and families. |  |  |  |  |
| **5.1** Explore the professional boundaries and limits of Youth Work approaches.  **5.2** Explore the professional boundaries and limits of Social Work approaches.  **5.3** Explain how professional boundaries and limits can be negotiated in a professional setting. |  |  |  |  |

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

**A/650/4048 Youth Work and Youth Justice**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain different definitions of youth justice.  **1.2** Summarise principles of youth justice.  **1.3** Summarise theories applicable to youth offending and youth justice. |  |  |  |  |
| **2.1** Explain the historical context of youth justice.  **2.2** Explore the social context of youth justice.  **2.3** Justify the legal context of youth justice. |  |  |  |  |
| **3.1** Examine youth justice policy.  **3.2** Evaluate youth justice processes.  **3.3** Evaluate alternative approaches to youth justice. |  |  |  |  |
| **4.1** Examine how Youth Work can support young people involved in the youth justice system.  **4.2** Explore opportunities and tensions that arise when applying Youth Work principles in youth justice work. |  |  |  |  |

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

**D/650/4049 Youth Work Approaches to Violence Gangs and Exploitation**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define youth violence, gangs and exploitation.  **1.2** Identify common assumptions and myths about youth violence, gangs and exploitation. |  |  |  |  |
| **2.1** Outline the context of violence, gangs and exploitation.  **2.2** Discuss the possible causes for violence, gangs and exploitation.  **2.3** Discuss the consequences of violence, gangs and exploitation. |  |  |  |  |
| **3.1** Outline key principles of Youth Work and informal education.  **3.2** Explain how Youth Work can respond to violence, gangs and exploitation in a range of practice settings. |  |  |  |  |
| **4.1** Evaluate own knowledge, skills and understanding in relation to violence, gangs and exploitation.  **4.2** Summarise required development actions to improve own knowledge, skills and understanding of violence gangs and exploitation. |  |  |  |  |

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

**J/650/4050 Youth Work Approaches to Working in the Secure Estate**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Clarify what is meant by the secure estate.  **1.2** Explain the roles of different professionals working within the secure estate.  **1.3** Summarise the key policies and legislation that drive delivery within the Youth Custody Service (YCS). |  |  |  |  |
| **2.1** Explain the contributing factors as to why young people may find themselves in the secure estate.  **2.2** Define what is meant by Contextual Safeguarding within the secure estate.  **2.3** Define what is meant by Trauma Informed Practise within the secure estate.  **2.4** Outline the possible causes for challenging behaviour within the secure estate.  **2.5** Evaluate the need to de-escalate challenging behaviour within the secure estate. |  |  |  |  |
| **3.1** Identify the role of Youth Work, within the secure estate, including: • Guiding Key Principles, • National Occupational Standards and • The National Curriculum  **3.2** Define what is meant by Asset Based Youth Work within the secure estate.  **3.3** Clarify Youth Participation and its role within the secure estate.  **3.4** Assess power dynamics within the secure estate and how these can influence relationships between young people and professionals.  **3.5** Evaluate how Youth Work and informal education methodologies can support formal education within the secure estate. |  |  |  |  |
| **4.1** Clarify the role of the Youth Worker within the secure estate.  **4.2** Evaluate the support mechanisms for Youth Worker’s when working within the secure estate.  **4.3** Explain how anti-discriminatory practices can drive Youth Work practices within the secure estate.  **4.4** Assess the relationships between different professionals within the secure estate. |  |  |  |  |

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

**K/650/4051 Youth Work in Formal Education**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Analyse the key principles and values of Youth Work.  **1.2** Explain the role of a Youth Worker and their relationship with young people in these formal educational settings.  **1.3** Reflect on the contradictions and/or tensions when working in different formal educational settings. |  |  |  |  |
| **2.1** Critically compare the differences between formal, informal and non-formal education.  **2.2** Evaluate the different approaches to education and how they relate to the role of the Youth Worker. |  |  |  |  |
| **3.1** Understand the demands on teachers/schools from policy makers.  **3.2** Evaluate the causes for young people to become disengaged with formal education.  **3.3** Reflect on how the context of young people’s lives can impact on their educational journey.  **3.4** Explain how collaborative working can mutually benefit practitioners and young people. |  |  |  |  |
| **4.1** Reflect on own experience of working in a formal educational setting.  **4.2** Evaluate own skills and competencies to work in formal educational settings.  **4.3** Explore potential challenges and opportunities in working in formal education.  **4.4** Design activities and ways of working with young people who have become disengaged with formal education. |  |  |  |  |

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

**T/650/4037 Youth Work Participation and Democracy**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Discuss the range of ways youth participation is defined and understood as well as the implications of this for Youth Work practice.  **1.2** Explain young people’s human rights as a foundation for youth participation. |  |  |  |  |
| **2.1** Determine the range of ways young people can be involved in civic and political participation.  **2.2** Describe the social trends and barriers relating to young people’s democratic engagement. |  |  |  |  |
| **3.1** Define the role that Youth Work and informal education can play in enabling young people’s participation.  **3.2** Analyse the various justifications for youth participation projects or programmes or policies and how they might apply to Youth Work.  **3.3** Compare the role that Youth Work can play when supporting young peoples participation to the approaches used by other sectors. |  |  |  |  |
| **4.1** Review effectiveness of own Youth Work practice as a tool for youth participation.  **4.2** Plan ways in which own Youth Work practice could be enhanced in order to better support young people’s civic and political participation.  **4.3** Demonstrate the use of suitable educational, participatory and group work approaches to support youth participation. |  |  |  |  |

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

**H/650/4031 Critical Youth Work Practice (Exploring Gendered Worlds)**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Consider and use a range of terms in the gender lexicon for example, masculine, feminine, queer, gender, cis, trans, non-binary.  **1.2** Create a glossary of street terms in current usage by young people that relate to gender and explore their relationship with social science and social psychological discussions of gender. |  |  |  |  |
| **2.1** Investigate how the dynamics of gendered worlds operate in the lives of young people.  **2.2** Analyse the nature of both long-established and new expectations of gender  **2.3** Use structured enquiry methods to explore key areas of human rights of pertinence to gender in local and global contexts e.g. the right to a name and identity the right to education the right to non-discrimination the right to live free from violence.  **2.4** Give a complex account of the multiple ways in which young people’s experience of gender is embedded in their whole social context shaped by class, racialisation and multiple forms of stigma. |  |  |  |  |
| **3.1** Analyse the role played by young people’s own responses to gendered scripts in both opening up and closing down opportunities to develop and exercise their capacities.  **3.2** Offer a clear description of the ways young people find to negotiate gendered scripts. |  |  |  |  |

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

**J/650/4032 Critical Youth Work Practice (Opening up Gendered Worlds)**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Recognise the difference and connections between the meaning of gender-specific, gender-sensitive, feminist and trans and non-binary inclusive approaches.  **1.2** Recognise a range of ways of noticing and responding to gendering in their own contexts: • Community Auditing • Creative Auditing • The RAOMIE (Rights-based) planning method  **1.3** Mapping and Moving Methods.  **1.4** Develop methods for recognising, addressing and valuing the impact of their own lived experience of gender within Youth Work settings. |  |  |  |  |
| **2.1** Develop a range of prompts, resources and methods of listening in order to identify potential themes for a Critical Participatory Enquiry drawing particularly on experiences of dissidence and non-conformity to prevailing gender practices. Thus, creating a resource base for developing Youth Work conversations.  **2.2** Practice the skills of critical dialogue by exploring the advantages and problems of single gender work, ‘genderqueer work’ and all gender work with and alongside young people.  **2.3** Design and implement with young people a small-scale Participatory Enquiry and show recognition of the merits of a collaborative approach. |  |  |  |  |
| **3.1** Be aware of a range of methods such as journaling arts-based methods critical mentorship courageous conversations that can be used for practice evaluation and use at least one method during the practice period.  **3.2** Identify key witnesses for the process of enquiry and co-design an event/event(s) or method to analyse and share the findings with them.  **3.3** Use a digital platform to share or promote the findings in ways agreed with young people. |  |  |  |  |

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

**J/650/4041 Therapeutic Youth Work (Terminology Methods and Theory)**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Apply an understanding of intersectional disadvantage.  **1.2** Discuss how young people’s wellbeing may be impacted by intersectional disadvantage.  **1.3** Explore how relational practice can enhance young people’s wellbeing in own practice. |  |  |  |  |
| **2.1** Explain the importance of Youth Work values, principles and ethics in practice.  **2.2** Explore, and understand, the vocabulary and development of social pedagogy in practice.  **2.3** Explore, and understand, a trauma-informed capability approach in Youth Work.  **2.4** Explore and assess the role of practices of hope in Youth Work. |  |  |  |  |
| **3.1** Explore and demonstrate an understanding of Carl Rogers’ (1957) three core conditions.  **3.2** Explore and demonstrate an understanding of Empowering Coaching. |  |  |  |  |
| **4.1** Explore and assess the value of healing-centred engagement in Youth Work, and how this may support post-traumatic growth.  **4.2** Explore, and demonstrate an understanding of, social justice approaches in Youth Work.  **4.3** Explore, and demonstrate an understanding of, ‘therapeutic alliance’ and its value in Youth Work. |  |  |  |  |
| **5.1** Review the Therapeutic Youth Work model (Carr, 2022) and discuss its application to practice.  **5.2** Evaluate the benefits of the Therapeutic Youth Work model (Carr, 2022). |  |  |  |  |

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

**K/650/4042 Therapeutic Youth Work (Exploring Therapeutic Youth Work in Practice)**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the 4 key tenets of Therapeutic Youth Work practice.  **1.2** Discuss the role of therapeutic alliance in enabling Therapeutic Youth Work.  **1.3** Review the Therapeutic Youth Work model, and assess how this can be used to develop critical relationships through Therapeutic Youth Work practice. |  |  |  |  |
| **2.1** Discuss the purpose of Therapeutic Youth Work conversation, and the skills needed for this.  **2.2** Identify, and develop, the relationship building skills needed to enhance Therapeutic Youth Work relationships.  **2.3** Assess a range of activities used in own practice, and describe a plan for their development as Therapeutic Youth Work activities.  **2.4** Critically explore how a Youth Work setting could be enhanced into a Therapeutic Youth Work environment.  **2.5** Analyse ways a therapeutic alliance with young people has been created in own practice. |  |  |  |  |
| **3.1** Explore and develop an understanding of Contextual Safeguarding.  **3.2** Identify and explore the skills needed for effective safeguarding in Therapeutic Youth Work.  **3.3** Discuss the professional boundary considerations needed in Therapeutic Youth Work.  **3.4** Identify and discuss how to foster a culture of safeguarding in own practice.  **3.5** Assess the role and purpose of supervision for the Therapeutic Youth Worker.  **3.6** Discuss how young people can be involved in co-delivery of Therapeutic Youth Work methods and activities. |  |  |  |  |
| **4.1** Review the impact of using Therapeutic Youth Work in own practice.  **4.2** Demonstrate how supervision has been used to develop own Therapeutic Youth Work practice and professional boundaries.  **4.3** Design a development plan for own continued professional development in Therapeutic Youth Work practice. |  |  |  |  |

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

**F/651/2103 Environmental Youth Work: Climate Change**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Critically discuss the interrelationship between economic development and global climate change  **1.2** Discuss the impact of global climate change and its relevance to areas of the Youth Work curriculum  **1.3** Explain how global climate change affects young people’s daily lives, as global/local citizens  **1.4** Evaluate climate justice in relation to political, social education approaches in Youth Work Practice |  |  |  |  |
| **2.1** Critically discuss youth work approach(s)/ methods to supporting young people to engage and respond to climate change based on their needs  **2.2** Compare and contrast mitigation and adaptation approaches to combating climate change and link to Youth Work Practice  **2.3** Discuss the importance of supporting young people’s voice and/or rights perspectives in climate change Youth Work  **2.4** Demonstrate young people’s learning and growth in understanding climate change |  |  |  |  |
| **3.1** Plan a programme of Environmental Youth Work on the theme of climate change  **3.2** Assess own skills, knowledge and competences for delivering Environmental Youth Work  **3.3** Summarise required professional development actions to improve own knowledge and skills in Environmental Youth Work or workforce competences  **3.4** Evaluate their own professional learning/ responses to climate change referencing Youth Work ethics and values |  |  |  |  |

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

**H/651/2104 Safeguarding in the Youth Community and Further Education and Training – Part 1**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify and discuss the relevant legislative framework and guidance relating to Safeguarding  **1.2** Reflect on the main duties and how they are implemented within your job role. Complete an ongoing reflective journal (defined by individual)  **1.3** Working with a minimum of two pieces of relevant legislation or guidance review an area of your safeguarding framework |  |  |  |  |
| **2.1** Explore these three approaches in context of the current delivery mechanisms within your area  **2.2** Identify opportunities for improvement in service delivery |  |  |  |  |
| **3.1** Outline the safeguarding governance framework for your organisation  **3.2** Review with colleagues the framework and how the roles and responsibilities are clearly defined  **3.3** Discuss how to overcome barriers to communication and learning |  |  |  |  |
| **4.1** Define and evidence the safeguarding culture your organisation has, identifying barriers and opportunities for improvement  **4.2** Review at least two organisations safeguarding cultures, using peer review or auditing techniques (could be a case study) |  |  |  |  |
| **5.1** Review your local safeguarding partnership arrangements, protocols and processes clearly defining its strengths and areas for improvement from the following areas ( a minimum of two areas must be covered) • Information sharing • Thresholds • Transitions points • EDI and accessibilities |  |  |  |  |

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

**J/651/2105 Safeguarding in the Youth Community and Further Education and Training – Part 2**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Define and explain differences between, an escalation, low level concerns, an allegation and complaint. What are the key differences?  **1.2** Examine how your organisation reviews and defines low level concerns. Using at least 2 examples consider the potential risks involved in these processes  **1.3** Review the key processes and policies related to these areas |  |  |  |  |
| **2.1** Explain the following areas of safeguarding and their potential impact on the organisation: • Online Harm • Child Protection and Adult protection (is appropriate) • Prevent ideologies • Online harm and associated indicators of abuse  **2.2** Outline plans to develop your workforces knowledge in these areas (choose a minimum of 2) |  |  |  |  |
| **3.1** Undertake a minimum of four safeguarding referrals, developing case notes and undertaking supervision (linked to an existing unit)  **3.2** Outline at least 2 identified barriers that have hindered referrals  **3.3** Discuss opportunities for innovation or partnership working when attempting to overcome these barriers |  |  |  |  |
| **4.1** Outline key areas of identity and culture that may impact accessibility to safeguarding support within you organisation  **4.2** Explore how culture and identity may influence experiences of safeguarding as both a member of staff/volunteer or as a young person/adult at risk needing support |  |  |  |  |
| **5.1** Provide evidence of participation and learning from at least four decisions  **5.2** Evaluate your experience of decision making within your organisation identifying any potential opportunities or barriers |  |  |  |  |

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

**K/651/2106 Youth Work Supervision**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the purpose and context of supervision in Youth Work  **1.2** Outline the role and functions of the supervisor and supervisee  **1.3** Analyse professional boundaries and challenges relevant to supervision practice  **1.4** Explain policies and procedures relevant to the delivery of supervision  **1.5** Summarise what could be included in a supervision agreement |  |  |  |  |
| **2.1** Critically analyse four theories that underpin supervision practice  **2.2** Be able to use theory to critically reflect on your experiences of supervision  **2.3** Explain how theory supports the making of professional judgement through supervision |  |  |  |  |
| **3.1** Outline key areas of identity and culture that may impact supervision  **3.2** Discuss how culture and identity may influence experiences of supervision as both a supervisor and supervisee  **3.3** Analyse strategies to overcome barriers to communication and learning within supervision |  |  |  |  |
| **4.1** Evidence of participation and learning from at least six sessions of supervision as both a supervisee and supervisor  **4.2** Evaluate your experience of supervision as a supervisee  **4.3** Evaluate your experience of supervision as a supervisor  **4.4** Develop a personal development plan for how you will improve your supervision practice |  |  |  |  |

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

**L/651/2107 Working with Gypsy Roma and Traveller Young People**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explore common stereotypes associated with Gypsy, Roma and Traveller communities  **1.2** Describe any personal bias (conscious and unconscious)  **1.3** Use examples to discuss understanding and knowledge of the Gypsy, Roma and Traveller communities  **1.4** Analyse barriers to equal participation in society, including the history of marginalisation, and long-term prejudice |  |  |  |  |
| **2.1** Explore language, culture, and history of the communities  **2.2** Examine statistics, demographics and terminology |  |  |  |  |
| **3.1** Identify human rights-based approaches to working with Gypsy, Roma and Traveller communities  **3.2** Examine the policy context in relations to Youth Work practice |  |  |  |  |
| **4.1** Explore positive integration for minority and majority communities  **4.2** Discuss how pride in and visibility of Gypsy, Roma and Traveller cultures is promoted  **4.3** Analyse outreach work, diversity in the youth setting and multi-agency working for social inclusion |  |  |  |  |
| **5.1** Analyse participation barriers in a Youth Work setting  **5.2** Examine good practice examples of participation in Youth Work settings  **5.3** Evaluate how they are developing inclusive practice in their own workplace |  |  |  |  |

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

**K/651/7094 Youth Work and Social Action**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain how and why youth social action was developed as an approach  **1.2** Describe different theories and models that underpin social action  **1.3** Explain essential elements of social action to include values, principles, process and methodology  **1.4** Critically analyse the differences between volunteering, community service and social action  **1.5** Summarise theoretical perspectives and outcomes for young people |  |  |  |  |
| **2.1** Identify the main differences between youth social action and other approaches in work with young people  **2.2** Summarise the values and principles of social action  **2.3** Explain the key role of facilitation in youth social action  **2.4** Describe the range of different leadership styles and the different outcomes each achieves  **2.5** Compare the distinguishing elements of the methodology of youth social action against traditional approaches in youth work  **2.6** Critically evaluate the ideas, effectiveness and outcomes of social action against other approaches |  |  |  |  |
| **3.1** Explain the different settings where social action has been used and its impact – youth justice, inclusion, in school and school community boundary, housing, community regeneration, sub-culture and cultural settings  **3.2** Differentiate varying approaches to addressing social problems in different youth social action settings  **3.3** Critically evaluate the impact of social action in relation to the work in different settings  **3.4** Investigate different routes to personal and social development in different approaches and in youth social action  **3.5** Critically evaluate the role of coproduction in social action with young people |  |  |  |  |
| **4.1** Explain a range of factors which create discrimination and exclusion with reference to intersectionality and ways these can be overcome  **4.2** Critically analyse the different approaches to social change in mainstream activities and settings  **4.3** Demonstrate an understanding of the importance of self-directed groupwork and self-empowerment in youth social action  **4.4** Critically appraise approaches to co-creating opportunities with young people to collectively participate and have control over decisions that affect their lives, and in creating social change  **4.5** Analyse the significance of evaluation to measure the impact of active choice and autonomy for young people |  |  |  |  |

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

**L/651/7095 Building Curiosity For All: Informal STEM in Youth Work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the importance and impact of the sustained STEM skills gap  **1.2** Explore the multitude of factors that shape young peoples’ participation and engagement in STEM  **1.3** Evaluate own knowledge, skills and attitudes towards STEM and explore the potential impact of these on own career trajectory and Youth Work practice |  |  |  |  |
| **2.1** Summarise the key benefits of informal STEM on both youth and science-related outcomes  **2.2** Examine how informal STEM education can support wider youth outcomes  **2.3** Discuss the importance of supporting young people to develop confidence to solve problems and respond to failure and the links to informal STEM learning approach |  |  |  |  |
| **3.1** Summarise methods to follow to ensure a social justice approach to informal STEM in youth work settings is being implemented  **3.2** Explain key issues to consider when structuring and running informal STEM activities with young people  **3.3** Reflect on own practice to explore what aspects of best practice in STEM could be introduced and identify any potential challenges |  |  |  |  |
| **4.1** Plan, deliver and evaluate an informal STEM activity for young people  **4.2** Demonstrate the application of a social justice approach to informal STEM within their own youth work practice  **4.3** Critically reflect on own practice to maximise the impact of informal STEM activities for all young people |  |  |  |  |

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