



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

England – 610/1550/7

## About Us

At Skills and Education Group Awards we 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.

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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

Skills and Education Group Awards website <https://skillsandeducationgroupawards.co.uk/> provides access to a wide variety of information.

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### Specification Code, Date, and Version Number

The specification code is **C9537-03**.

Version	Date	Details of Change
1.0	February 2023	New qualification

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

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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 National Youth Agency (NYA), Education Training Standards (ETS) Wales and Education Training Standards (ETS) England are responsible for the development and endorsement of Youth Work qualifications in England and Wales based on the National Occupational Standards in partnership with Awarding Organisations/Bodies.

The SEG Awards Level 4 Certificate in Professional Development (Youth Work) qualification has been developed in collaboration with those detailed above for individuals working in a Youth Work environment. The units contained within this qualification enables progression within the sector, provides a stimulating and supportive environment to grow professionally, and improves job prospects by formalising professional skills, development, and training.

## Pre-requisites

Learners should be over the age of 19 at the time of commencing the qualification and hold a formal Level 3 qualification, either in Youth Work or within your own discipline area. Due to the level of this qualification, it is recommended that you have English Skills to at least GCSE Level or Level 2 equivalent.

## Aims

The aim of the SEG Awards Level 4 Certificate in Professional Development (Youth Work) qualification is to enable you to increase your Youth Work skills and knowledge to a higher level and enhance your professional development.

The qualification focuses on the importance of professional development and forging effective relationships in Youth Work.

## Target Group

This qualification is designed for those engaged directly in Youth Work or through multi-agency work, such as social workers, police officers, emergency services, teachers and those who work within the youth service.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a student's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## Who supports this qualification?

This qualification is supported by the **National Youth Agency, ETS England and ETS Wales.**

**NOTE:** \*This certificate is **NOT** a JNC recognised Youth Work qualification.

## Content Overview

The SEG Awards Level 4 Certificate in Professional Development (Youth Work) qualification covers the following topics:

**Introduction to Professional Development (Youth Work)** - This unit lays the essential groundwork needed to undertake the qualification "Level 4 Certificate in Professional Development (Youth Work)". It is comprised of 3 sections:

- The Youth Work relationship – it's formation, characteristics, and function
- Working in Partnership – Rationale, opportunities, and tensions
- A reflection on the students own professional development

These set the context and foundations for further units as all units in this qualification can be viewed as "Youth Work in..." or "Youth Work with..." The focus on the formation, characteristics and utility of the Youth Work relationship provides the unique perspective from which to view the subject areas in other units.

**Conflict Transformation and Trauma Informed Practice in Youth Work** – The aim of this unit is to provide students with an understanding of models of conflict transformation theory and practice and how they can inform approaches within Youth Work practice.

**Critical Youth Work Practice (Exploring Gendered Worlds)** – The two units on gender in this qualification are linked. They offer the student the opportunity to think and practice critically and in depth about a significant aspect of young people's lives: their experience of 'gender'. All humans have some experience of gender, and this is always contextualised in relation to their whole experience of power, their sense of where they 'belong' in the world, and how much they fit or are misfits, both within their own families and communities and within the wider world, in relation to the prevailing messages and practices concerning gender conformity and non-conformity.

The term 'gender' is used here to refer to experiences in relation to masculinity and femininity, by both 'cis' and 'trans' people. Although babies are always assigned a sex at birth, not all humans develop according to the norms associated with the sex they are assigned at birth, (in other words, not all humans are 'cis'). Equally, not all 'cis' humans experience their gender in the same or in continuous, unchanging ways. Powerful normative framings operate and are navigated during the period of 'youth'. These are also constantly being challenged and changed by young people. Recent studies have shown that gender non-conforming, or 'genderqueer' young people are developing multiple ways of accounting for their experience.

These two linked units offer an opportunity to systematically study these questions and to develop new practice that opens up oppressive gendered assumptions, for young women, young men, and young non-binary people.

**Critical Youth Work Practice (Opening up Gendered Worlds)** - In this unit students will explore possible critical dialogue and enquiry-based Youth Work responses to the lived experience of gender explored in the unit 'Exploring Gendered Worlds.'

**Detached Youth Work** – This unit builds from generic Youth Work knowledge and skills application. The unit will extend understanding of the theory and practice of detached Youth Work, particularly in relation to more nuanced and challenging areas of practice. As such, it aims to explore in detail potential implications of working in 'non-institutional' settings that is a hallmark of detached Youth Work. The unit aims to provide the student with the knowledge and skills to understand the concept of 'detached Youth Work' and the value of this approach in work with young people. It also aims to build on previous learning to secure a deeper and more nuanced appreciation of the theory and practice of detached Youth Work. The student will understand when, where why and with whom detached Youth Work might constitute an appropriate intervention. Additionally, the student will raise their awareness of potential tensions and dilemmas associated with detached Youth Work. With this knowledge the student will develop a greater understanding of detached Youth Works' implications for practice and be able to evaluate own practice in this area to inform purposeful continued professional development.

**Digital Youth Work** – The aim of this unit is to provide students with an understanding of the purpose and diversity of digital Youth Work (online, face to face and hybrid). By the end of this unit, students should have gained confidence to meaningfully incorporate digital considerations into their Youth Work practice and service planning.

**Leadership and Management in Youth Work** – The aim of this unit is to provide students with an understanding of leadership and management within a Youth Work setting, whether within the Local Authority, a Commissioned Service, or a charitable organisation. The unit will look at how Youth Work leaders and managers can respond meaningfully to the changing dynamic within the sector, the tensions that arise when seeking to apply Youth Work principles and approaches in a multi-disciplinary service setting. It will look at how managers identify the strategic and management tools required to manage both staff and partners and requires students to demonstrate personal preferences in management style and leadership approaches.

**Mental Health and Wellbeing in Youth Work** - This unit explores theories, legislation and factors relating to young people's mental health and wellbeing as well as a range of practice approaches that might be adopted in order to increase mental health and wellbeing in young people.

**Race and Racism and its relationship to Youth Work settings** – This unit will explore different definitions and understandings of racism and explore its manifestations within the institutional historical context. It will hold the position that racism is systemic, impacting on the whole community. It will bring into focus professional and managerial practices that sustain, rationalise, and reproduce racial embodied hierarchies that are embedded within operations, cultural norms, and standards. The unit will explore racial power dynamics and relationships between white and black and racial minority communities.



**Strength-Based Approaches to Youth Work Practice** – The aim of this unit is to provide students with an understanding of strength-based Youth Work and how the approach is applied in practice. Youth Workers are engaged in assessing need and developing programmes for individuals, groups, and communities. Practitioners must support and enable young people to understand, and reflect on themselves, thereby developing strengths and resilience.

**Therapeutic Youth Work (Terminology, Methods, and Theory)** – This unit frames Therapeutic Youth Work within a clear set of theoretical underpinnings to support its development and application. The unit enables practitioners to understand intersectional disadvantage and address this through the model of Therapeutic Youth Work. The student will develop and demonstrate an understanding of the Therapeutic Youth Work model (Carr, 2022). The student's understanding of intersectional disadvantage and the key role of relationships is crucial in Therapeutic Youth Work. Through critical analysis and discussion, the student will apply the theories and approaches to inform their understanding of Therapeutic Youth Work.

**Therapeutic Youth Work (Exploring Therapeutic Youth Work in Practice)** – The unit offers the opportunity to think and critically utilise the 4 key tenets of Therapeutic Youth Work Practice in your Youth Work setting. Students will also critically evaluate and analyse safeguarding considerations in Therapeutic Youth Work.

**Youth Work and Disability** – This unit provides students with an understanding of the models and definitions of disability, an understanding of the barriers to inclusion of young Disabled people in Youth Work and models for accessible and inclusive practice. Students will learn about disability rights and equality. The exclusion of young disabled people from mainstream settings will be examined. Students will explore a rights-based approach consistent with the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and the UN Convention on the Rights of Children (UNCRC).

**Youth Work and Faith** – This unit will explore historical and contemporary faith-based Youth Work practice. The unit will also consider the experiences of young people from faith communities in wider society and mainstream Youth Work. Within this, students will explore how young people's religious identities intersect with their broader identities and how these impact on their experiences of inclusion and exclusion both in their faith communities and in wider society.

**Youth Work and LGBTQ+** – The unit will examine the role that Youth Work plays in relation to young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+). Within this unit, students will explore LGBTQ+ history and culture and develop an awareness of cultural competency. Opportunity will be given to examine the impact of language, representation, media stereotyping and assumptions. The unit allows for the exploration of the systemic and social barriers for LGBTQ+ young people and examine young people's identities within an intersectionality framework, to support an understanding of the complexities of the prejudices young people face. The unit will examine how to apply Youth Work principles and approaches in identified practice settings, within an anti-discriminatory curriculum.



Throughout this unit students will be encouraged to develop professionally through critical thinking and by looking at own practices in a metaphorical mirror. This process aims to strengthen levels of analysis and self-awareness through examining own knowledge, skills, and values.

### **Youth Work and Local Strategy, Local Youth Partnerships and Related Structures –**

The aim of this unit is to provide students with an understanding of approaches to place-based partnership working and the role of local structures in supporting high quality practice and provision for children and young people.

Students will discuss the opportunities and tensions that arise when seeking to develop place-based partnerships that are shaped by local need, assets and the voices and lived experiences of children and young people.

**Youth Work and Social Pedagogy in Children's Social Care –** This unit explores Youth Work's contribution to the welfare of young people in Children's Social Care. By the conclusion of this unit, you will be able to apply statutory frameworks, guidance, research, and evidence regarding young people in care and leaving care services and contextual, complex, and transitional safeguarding systems. Students will discuss the relationship between social pedagogy's conceptual tools and Youth Work values and principles when considering professional practice with young people in Children's Social Care. This will help students to strengthen Youth Works influence within Children's Social Care by enriching and validating approaches that promote the needs and participation of young people.

**Youth Work and Youth Justice –** The aim of this unit is to enable students to understand the youth justice system in England and Wales and evaluate the range of interventions deployed with young offenders or young people at risk of offending. Students will consider how their own practice can support young people navigate through the system and the opportunities and tensions that may arise when seeking to uphold Youth Work principles in interagency youth justice work.

**Youth Work and Social Work –** The aim of this unit is to provide students with an understanding of the key differences between Youth Work approaches and Social Work practices. Students will discuss the opportunities and tensions that arise when seeking to apply Youth Work principles and approaches in identified practice settings and explore solutions.

**Youth Work Approaches to Violence Gangs and Exploitation –** The aim of this unit is to provide students with an understanding of violence, gangs, and exploitation and how Youth Work approaches can respond meaningfully to these issues in a range of practice settings.

**Youth Work Approaches to Working in the Secure Estate –** The aim of this unit is to provide students with an understanding of how Youth Work principles and methodologies are applied within a secure estate setting. Developing skill sets and knowledge base, increasing confidence and competence to work autonomously and collaboratively, across sectors, improving outcomes for young people within the secure estate.

**Youth Work in Formal Education** – The aim of this unit is to provide students with an understanding of the challenges and opportunities of working with the formal education sector. It explores interprofessional working, educational approaches and how to negotiate tensions that may occur. It analyses the role of the professional, the primary client and uses a range of practice examples to facilitate students' reflection on the role Youth Workers can play in supporting young people's educational opportunities.

**Youth Work Participation and Democracy** – This unit outlines the knowledge and skills underpinning Youth Work approaches to youth participation and the role that Youth Work can play in supporting young people's engagement in democratic life.

It explores the range of ways youth participation can be defined and understood, as well as its connection to young people's human rights and democracy.

The unit looks at the different forms of youth participation in civic and political life and the role that Youth Work, as a method of informal education, can play in relation to this.

It encourages practitioners to consider how their own Youth Work practice can support young people's political and civic engagement.

## Qualification Structure and Rules of Combination

**Rules of Combination:** Learners **must** achieve the 5 credits from the mandatory unit in Group A, plus a further 5 credits from the optional units in Group B. The remaining 5 credits can be selected from either Groups B or C.

A minimum of 10 credits **must** be achieved at Level 4. If additional units are achieved at Level 4 or 5 beyond the requirement of this qualification's rule of combination, the additional named units will appear on the learner's qualification transcript.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units Group A</b>				
Introduction to Professional Development (Youth Work)	Y/650/4029	4	5	30
<b>Optional Units Group B</b>				
Conflict Transformation and Trauma Informed Practice in Youth Work	F/650/4030	4	5	45
Detached Youth Work	K/650/4033	4	5	30
Digital Youth Work	L/650/4034	4	5	30
Leadership and Management in Youth Work	M/650/4035	4	5	30
Mental Health and Wellbeing in Youth Work	R/650/4036	4	5	30
Youth Work Participation and Democracy	T/650/4037	4	5	30
Race and Racism	Y/650/4038	4	5	30
Strength-Based Approaches to Youth Work Practice	H/650/4040	4	5	30

Youth Work and Disability	L/650/4043	4	5	30
Youth Work and Faith	M/650/4044	4	5	30
Youth Work and LGBTQ+	R/650/4045	4	5	30
Youth Work and Local Strategy, Local Youth Partnerships and Related Structures	T/650/4046	4	5	30
Youth Work and Social Pedagogy in Children's Social Care	Y/650/4047	4	5	50
Youth Work and Social Work	A/650/4039	4	5	30
Youth Work and Youth Justice	A/650/4048	4	5	30
Youth Work Approaches to Violence Gangs and Exploitation	D/650/4049	4	5	30
Youth Work Approaches to Working in the Secure Estate	J/650/4050	4	5	30
Youth Work in Formal Education	K/650/4051	4	5	30
<b>Optional Units Group C</b>				
Critical Youth Work Practice - Exploring Gendered Worlds	H/650/4031	5	5	30
Critical Youth Work Practice - Opening up Gendered Worlds	J/650/4032	5	5	30
Therapeutic Youth Work (Terminology, Methods, and Theory)	J/650/4041	5	5	30

Therapeutic Youth Work (Exploring Therapeutic Youth Work in Practice)	K/650/4042	5	5	30
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Please see Appendices for Definition of Guided Learning (GL)

Please see Appendices for Definition of Total Qualification Time (TQT)

## 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.

You will complete a portfolio of evidence which could include a range of evidence such as assignments, projects, reflective journals, presentations, and professional discussions.

Centres **must** take all reasonable steps to avoid any part of the assessment of a student (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

### Workplace assessment

For certain units, workplace evidence may be collected in the context of full time, part time, casual or voluntary employment. Assessment may also be undertaken in a 'work placement' (i.e., full time students placed into a work environment for an appropriate period of time or on a regular basis).

### Use of simulation

For certain units, the use of simulation is permitted. Where simulation is used, it should be designed to ensure that:

- The student is required to use materials and, where relevant, equipment found and used within the workplace environment
- The student is provided by the centre with information, advice, and guidance in line with what would be provided in the workplace in the specific context
- The physical environment and situation replicates the workplace environment in which the skills are used
- Other people with whom the student interacts in undertaking the assessed activity behave 'in character' for the given situation.

## Example Assessment Material

Skills and Education Group Awards confirm that there are no exemplar assessment materials available 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 students, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

By completing this qualification, you will enhance your current skills within the Youth Work sector and may progress onto more youth engagement or advanced qualifications within your own role.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a student's progression into the sector. Centres **must**, therefore, inform students of any limits their learning / physical difficulty may impose on future progression.

## Resource Requirements

Students on this qualification should have access to adequate IT facilities.

## Tutor/Assessor Requirements

The NYA, ETS England and ETS Wales acknowledge the vital role that trainers, assessors and those assuring quality have in maintaining the integrity of vocational qualifications. Awarding Organisations/Bodies 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 the mandatory unit, Introduction to Professional Development (Youth Work), be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in Youth Work as identified by NYA or ETS Wales<sup>1</sup>
- Have a minimum of three years practice experience
- For the delivery of the optional units, be an experienced practitioner /subject specialist (minimum of three years' experience within the last five years) with expertise in the

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<sup>1</sup> A current list of all recognised JNC qualifications in England and Wales is on the NYA website [www.nya.org.uk](http://www.nya.org.uk) and ETS Wales website [www.ets.wales](http://www.ets.wales)



subject area provided and hold a qualification at the same level or above the unit being delivered or assessed

- 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<sup>2</sup> activities, within the last 3 years.

### **Additionally for Wales, trainers must:**

- Hold a recognised learning delivery/teaching qualification and/or have experience of delivering learning
- Be registered with the Education Workforce Council as a tutor, trainer, or lecturer in the FE Sector where relevant.

### **Assessors must:**

- For the assessment of the mandatory unit, Introduction to Professional Development (Youth Work), 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<sup>3</sup>
- For the assessment of the optional units be an experienced practitioner/subject specialist (minimum of three years' experience within the last five years) with expertise in the subject area and hold a qualification at the same level or above the unit being assessed
- 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
- 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

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<sup>2</sup> This could include, for example, Youth Work practice, supervision of practitioners or training delivery.

<sup>3</sup> This could include, for example, Youth Work practice, supervision of practitioners or training delivery

- 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
- Be committed to, and able to evidence, further training and development.

### **Those externally assuring quality must:**

- Hold a JNC professional Youth Work qualification or an aligned professional qualification (one that is related to children, young people and families, teaching, or social work)
- Have a sound understanding of the National Occupational Standards for Youth Work
- Have recent experience of external quality assurance
- Hold or be working towards an external quality assurance qualification
- Have a sound understanding of the requirements for assessment within Ofqual / Qualifications Wales.

## Language

These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>	
SEG Awards Level 4 Certificate in Professional Development (Youth Work) England - 610/1550/7	
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Age Range</b>	<b>Pre 16</b>     <b>16-18</b>     <b>18</b>     <b>19+</b>   ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a learning aim)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, students <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/02/2023
<b>Review Date</b>	01/02/2028
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	<b>Min</b> 90 hours <b>Max</b> 125 hours
<b>Total Qualification Time (TQT)</b>	150 hours
<b>Skills and Education Group Awards Sector</b>	Youth and Community
<b>Ofqual SSA Sector</b>	13.1 Teaching and lecturing
<b>Support from Trade Associations/Stakeholder Support</b>	The National Youth Agency (NYA) Education Training Standards (ETS) England and Education Training Standards (ETS) Wales
<b>Administering Office</b>	Skills and Education Group Awards web site

## Unit Details

## **YWCL4U01 – Introduction to Professional Development (Youth Work)**

<b>Unit Reference</b>	<b>Y/650/4029</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit lays the essential groundwork needed to undertake the qualification "Level 4 Certificate in Professional Development (Youth Work)".
<b>Learning Outcomes (1 to 3) <i>The student will</i></b>	<b>Assessment Criteria (1.1 to 3.4) <i>The student can</i></b>
1. Understand the characteristics of the Youth Work relationship and the processes, values, and conditions helpful for its formation	<p>1.1. Examine the characteristics which define the Youth Work relationship in contrast with other services working with young people</p> <p>1.2. Determine distinctive features and practices in the formation of the Youth Work relationship</p> <p>1.3. Evaluate the contribution of Youth Work values, principles, and cornerstones to the formation of the Youth Work relationship</p> <p>1.4. Explain the value of the Youth Work relationship for young people in the context of their social education, support needs and community</p>
2. Examine the role of Youth Work, particularly the Youth Work relationship, in the context of	2.1. Explore Youth Work's historic and ongoing relationship with other services working with young people

<p>wider services working with young people including possible benefits, challenges and tensions inherent in this context</p>	<p>2.2. Define the key features of partnership working</p> <p>2.3. Explore the benefits of partnership working for:</p> <ul style="list-style-type: none"> <li>• Young people</li> <li>• Allied services</li> <li>• Youth Workers</li> </ul> <p>2.4. Discuss potential tensions between Youth Work principles and practices and those of key allied services</p> <p>2.5. Summarise methods to accommodate contrasting values and practices between agencies while working in partnership</p>
<p>3. Be able to critically examine own professional development in relation to own Youth Work knowledge, experience, and practice</p>	<p>3.1. Reflect on own motivation to working in Youth Work</p> <p>3.2. Recognise own training and development needs</p> <p>3.3. Create a SMART action plan for own CPD</p> <p>3.4. Analyse how own professional development contributes to improved outcomes for:</p> <ul style="list-style-type: none"> <li>• Young people</li> <li>• Youth Workers</li> </ul>

## **YWCL4U02 – Conflict Transformation and Trauma Informed Practice in Youth Work**

<b>Unit Reference</b>	<b>F/650/4030</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to provide students with an understanding of models of conflict, transformation theory and practice and how they can inform approaches within Youth Work practice.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand the nature of conflict and related perspectives and social / psychological models	<p>1.1. Explore the nature of conflict and the underlying perspectives that inform it</p> <p>1.2. Explore Mayer and Moore’s “Wheel of Conflict” as a model for understanding the causes and dynamics of conflict</p> <p>1.3. Critically analyse Mayer and Moore’s “Wheel of Conflict” as a tool for examining conflict and designing practice based reformatory solutions</p>
2. Understand the role of power in conflict, and related theories	<p>2.1. Explore key definitions of power</p> <p>2.2. Examine the types and sources of power in a Youth Work setting</p> <p>2.3. Analyse the impact of personal and structural power dynamics on the creation of conflict</p>



	<p>2.4. Identify a range of methods designed to alter the power dynamics in a Youth Work setting to prevent or de-escalate conflict</p> <p>2.5. Review the effectiveness of a range of methods for transforming conflict designed to alter the power dynamics in a Youth Work setting</p>
<p>3. Understand the role of trauma in conflict</p>	<p>3.1. Explore the definitions and types of trauma</p> <p>3.2. Examine common triggers and responses to trauma in young people</p> <p>3.3. Examine the impact of trauma on young people and the practitioners working with them</p> <p>3.4. Identify a range of Trauma Informed Practices that can be used to transform conflict in a Youth Work setting</p> <p>3.5. Review the effectiveness of a range of Trauma Informed Practices in transforming conflict in a Youth Work setting</p> <p>3.6. Reflect on the possible impact of vicarious trauma on your own practice and identify techniques to mitigate it</p>
<p>4. Understand the role of change processes in conflict transformation</p>	<p>4.1. Explore a range of change process models and their approach to overcoming resistance to change</p> <p>4.2. Analyse how a change model could be used to assist conflict transformation</p> <p>4.3. Evaluate own knowledge and understanding of the role of power, trauma, and resistance to change in conflict transformation</p>

## YWCL4U03 – Detached Youth Work

<b>Unit Reference</b>	<b>K/650/4033</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit explores the knowledge, skills and attitudes underpinning detached Youth Work reasonably expected of learners working at Level 4.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand the 'language of detached Youth Work', both in terms of meaning and value	<p>1.1. Define detached Youth Work with reference to both the principles of generic Youth Work and its particular characteristics</p> <p>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</p> <p>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</p>
2. Understand the contexts in which detached Youth Work may take place	<p>2.1. Outline a range of contexts in which detached Youth Work might occur</p> <p>2.2. Explain how knowledge and understanding of these contexts informs practice</p>

	2.3. Identify potential tensions and dilemmas associated with working in varying contexts
3. Be able to identify detached Youth Work approaches and appropriate responses to a range of issues	<p>3.1. Use case studies to evaluate a range of detached Youth Work approaches to diverse issues</p> <p>3.2. Reflect on competing demands and drivers influencing detached Youth Work</p>
4. Be able to evaluate own detached Youth Work practice	<p>4.1. Evaluate development of personal knowledge, skills and understanding in relation to own detached Youth Work practice</p> <p>4.2. Provide evidence of how increased understanding of detached Youth Work theory has informed own practice</p> <p>4.3. Develop a plan to further improve own knowledge, skills and understanding and advance professional development in relation to detached Youth Work</p>

## YWCL4U04 – Digital Youth Work

<b>Unit Reference</b>	<b>L/650/4034</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit provides students with an understanding of the purpose and diversity of digital Youth Work.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand what is meant by digital Youth Work	<p>1.1. Explore the role of digitalisation in young people’s lives</p> <p>1.2. Define digital Youth Work</p> <p>1.3. Critically appraise examples of different types of digital Youth Work</p>
2. Understand the role of Youth Work in assisting young people to make the most of the digital world	<p>2.1. Discuss the importance of assisting young people to develop critical thinking and digital literacy</p> <p>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</p> <p>2.3. Analyse the barriers to participation in digital Youth Work and suggest action to be taken for inclusion within practice/ service plans</p>

<p>3. Understand safeguarding in the context of digital Youth Work</p>	<p>3.1. Summarise the types of problems young people may encounter online, and ways Youth Work can help deal with them</p> <p>3.2. Communicate how to support young people to develop cyber secure behaviours</p> <p>3.3. Assess risk and identify how to create a safer environment when delivering digital Youth Work</p>
<p>4. Evaluate own practice and approaches to online and digital Youth Work</p>	<p>4.1. Plan, deliver and evaluate a piece of digital Youth Work practice</p> <p>4.2. Reflect on own skills and competences for digital and online Youth Work</p> <p>4.3. Summarise required development actions to improve own knowledge and skills in digital Youth Work</p>

## YWCL4U05 – Leadership and Management in Youth Work

<b>Unit Reference</b>	<b>M/650/4035</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit outlines the knowledge and skills underpinning leadership and management within a Youth Work setting.
<b>Learning Outcomes (1 to 5)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The student can</i>
1. Understand what is meant by leadership and management within a Youth Work setting	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. Understand how to strategically lead a service area to maximise collaboration with delivery partners within the sector	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

<p>3. Understand how differing Youth Work leadership approaches can enhance the outcomes for young people in different practice settings</p>	<p>3.1. Analyse how leadership within a Youth Work sector responds to a range of practice settings</p> <p>3.2. Summarise opportunities and tensions that arise when applying Youth Work principles in other practice settings</p>
<p>4. Be able to demonstrate own leadership style through the planning and delivery of a youth focussed project</p>	<p>4.1. Develop a plan that demonstrates own leadership and management style within a specific youth focused project</p> <p>4.2. Deliver the project</p> <p>4.3. Evaluate own leadership and management style throughout the project</p>
<p>5. Understand own practice and approaches to leadership and management</p>	<p>5.1. Evaluate own knowledge and skills in relation to leadership and management</p> <p>5.2. Summarise required development actions to improve own knowledge and skills in leadership and management</p>



## YWCL4U06 – Mental Health and Wellbeing in Youth Work

<b>Unit Reference</b>	<b>R/650/4036</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit explores theories, legislation and factors relating to young people’s mental health and wellbeing as well as a range of practice approaches that might be adopted in order to increase mental health and wellbeing in young people.
<b>Learning Outcomes (1 to 7)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The student can</i>
1. Understand the components and theoretical underpinning of mental health and wellbeing	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. Understand specific factors that may affect an individual’s mental health and wellbeing	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

<p>3. Understand statutory and legal frameworks in relation to young people’s mental health and wellbeing</p>	<p>3.1. Describe key elements of statutory and legal frameworks relating to young people’s mental health and wellbeing</p>
<p>4. Understand the difference between deficit and recovery/strengths models of mental health</p>	<p>4.1. Summarise the deficit model of mental health in relation to its usefulness for young people</p> <p>4.2. Summarise the recovery/strengths model of mental health in relation to its usefulness to young people</p>
<p>5. Understand frameworks and resources to increase mental health and wellbeing</p>	<p>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</p> <p>5.2. Summarise resources relating to mental health, and factors affecting the likelihood of these being accessed by young people</p> <p>5.3. Identify approaches/resources a youth worker can use in their day-to-day practice</p>
<p>6. Be able to use a range of frameworks and resources to support a young person’s mental health and wellbeing</p>	<p>6.1. Support young people to identify environmental, emotional and/or behavioural factors impacting negatively on their health and wellbeing</p> <p>6.2. Support young people to identify social, environmental, emotional and/or behavioural factors impacting positively on their health and wellbeing</p>
<p>7. Be able to review the outcomes of the support provided and assess its effectiveness</p>	<p>7.1. Reflect on own practice when using specific frameworks</p>

## YWCL4U07 – Race and Racism and its relationship to Youth Work Settings

<b>Unit Reference</b>	<b>Y/650/4038</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit will explore different definitions and understandings of racism and explore its manifestations within the institutional historical context. It will hold the position that racism is systemic, impacting on the whole community. It will bring into focus professional and managerial practices that sustain, rationalise, and reproduce racial embodied hierarchies that are embedded within operations, cultural norms, and standards. The unit will explore racial power dynamics and relationships between white and black and racial minority communities.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand definitions of racism and institutional power	<p>1.1. Create a brief summary of the history of racism in the UK and its global development and impact</p> <p>1.2. Explore and articulate the meanings of race and racism within the UK</p> <p>1.3. Explain the notion of whiteness and institutional power</p>
2. Understand key theoretical frameworks for analysing racism and its intersection with gender, class, and	2.1. Explain how critical race theory has contributed to Youth Work, drawing on evidence from own Youth Work practice

<p>other social divisions of power</p>	<p>2.2. Analyse the social construction of race and the development of a racialised youth movement in the UK through Youth Work</p> <p>2.3. Critically appraise how a co-production approach can support and address institutional power relations, drawing from examples in the field</p>
<p>3. Understand policy approaches to race and racism in the UK and how they have influenced Youth Work</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Integration model</li> <li>• Assimilation model</li> <li>• Multi-cultural model</li> <li>• Community cohesion</li> </ul>
<p>4. Be able to draw on research evidence and own reflective practice to identify effective professional practice</p>	<p>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</p> <p>4.2. Evaluate examples of best effective practice across Youth Work, criminal justice, education, and health</p> <p>4.3. Reflect upon own practice to see what components of best practice could be introduced</p>

## **YWCL4U08 – Strength-Based Approaches to Youth Work Practice**

<b>Unit Reference</b>	<b>H/650/4040</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit outlines the knowledge and skills underpinning strength-based Youth Work practice and its application in practice.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand strengths-based approaches, and the application of the same in Youth Work practice	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. Be able to evaluate the theory of Positive Psychology and reflect on its contribution to 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. Understand and reflect on the importance of a strength-based relationship	3.1. Explore the components and importance of a strength-based relationship in Youth Work practice

<p>and the knowledge and skillset required for its practice in Youth Work</p>	<p>3.2. Describe the key knowledge and skillset needed for establishing and cultivating a strength-based relationship in Youth Work practice</p>
<p>4. Be able to evaluate own practice and approaches, the importance of SELF, self-awareness and the purposeful "use of self" in cultivating strength-based practice in Youth Work</p>	<p>4.1. Explain the purposeful use of "Self" in Youth Work practice.</p> <p>4.2. Examine self-awareness and its importance in practice.</p> <p>4.3. Summarise required development actions to improve own:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Self-awareness in the development of strength-based practice</li> </ul>

## YWCL4U09 – Youth Work and Disability

<b>Unit Reference</b>	<b>L/650/4043</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit provides students with an understanding of the models and definitions of disability, an understanding of the barriers to inclusion of young Disabled people in Youth Work and models for accessible and inclusive practice.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.5)</b> <i>The student can</i>
1. Understand the different models of disability and their impact on inclusive Youth Work practice	<p>1.1. Explain where views and ideas about disability may come from</p> <p>1.2. Describe the different ways of viewing and defining disability</p> <p>1.3. Explain the social model, where it came from and its essential elements</p> <p>1.4. Critically analyse the impact on practice of different models/ways of thinking about disability</p> <p>1.5. Interpret how different theories about disability inform practice with reference to issues such as: access, inclusion, and segregation</p>
2. Understand the different elements of a rights-based approach to disability	2.1. Identify the main barriers to participation and inclusion in Youth Work



	<p>2.2. Summarise the focus on removing the barriers – social, physical, attitudinal to participation and inclusion</p> <p>2.3. Explain the key role of access in creating disability equality</p> <p>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</p> <p>2.5. Investigate the role of Disabled People’s Organisations (DPOs) in creating social change and disability equality in the UK and internationally</p>
<p>3. Understand the key elements of intersectionality, mainstreaming and coproduction, in the context of young disabled people</p>	<p>3.1. Explain internalized oppression, intersectionality and identity and the implications for Youth Work practice</p> <p>3.2. Critically evaluate the impact of internalised oppression, segregated education, and special needs thinking</p> <p>3.3. Differentiate different approaches to addressing disability discrimination in different Youth Work settings</p> <p>3.4. Investigate different routes to disability equality through mainstreaming and the ‘twin track’ approach in Youth Work</p> <p>3.5. Critically evaluate the role of coproduction with young disabled people based on their lived experience</p>
<p>4. Understand the key elements of inclusive</p>	<p>4.1. Explain a range of factors which create discrimination and exclusion and different ways of addressing institutional discrimination</p>

<p>practice in working with young Disabled people</p>	<ul style="list-style-type: none"><li>4.2. Critically analyse the different approaches to participation in mainstream activities, alongside their non-disabled peers</li><li>4.3. Demonstrate an understanding the importance of self-direction, self-empowerment in meaningful participation</li><li>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</li><li>4.5. Analyse the significance of evaluation to measure impact of active choice and autonomy for young Disabled people</li></ul>
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## YWCL4U10 – Youth Work and Faith

<b>Unit Reference</b>	<b>M/650/4044</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit will explore historical and contemporary faith-based Youth Work practice. The unit will also consider the experiences of young people from faith communities in wider society and mainstream Youth Work. Within this, students will explore how young people’s religious identities intersect with their broader identities and how these impact on their experiences of inclusion and exclusion both in their faith communities and in wider society.
<b>Learning Outcomes (1 to 3)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The student can</i>
1. Understand faith-based Youth Work sufficiently to engage effectively with Youth Workers and young people from a range of faith traditions	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. Examine the strengths, challenges and tensions that exist within faith-based Youth Work and how these manifest in training, practice, and its relationship with civil society	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

	<p>2.3. Analyse the strengths of faith-based Youth Work and the shared values across faith-based and more secular expressions of Youth Work</p>
<p>3. Be able to explore how to engage effectively and work inclusively and holistically with young people from a range of faith backgrounds</p>	<p>3.1. Explore the particular support needs of young people from faith backgrounds</p> <p>3.2. Analyse young people’s unique and overlapping identities and how these impact on their experiences of oppression</p> <p>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</p>

## YWCL4U11 – Youth Work and LBGTQ+

<b>Unit Reference</b>	<b>R/650/4045</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit will examine the role that Youth Work plays in relation to young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+). Within this unit, students will explore LGBTQ+ history and culture and develop an awareness of cultural competency. Opportunity will be given to examine the impact of language, representation, media stereotyping and assumptions.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The student can</i>
1. Understand the context and influence of LGBTQ+ history on current LGBTQ+ Youth Work practice	<p>1.1. Examine the history and development of the LGBTQ+ movement and impact from an international perspective</p> <p>1.2. Analyse the impact of a UK Equality champion in introducing equality legislation to support LGBTQ+ young people today</p> <p>1.3. Examine the impact of UK legislation/government policy on current Youth Work practice</p>
2. Understand the relationship between equality, Youth Work, and anti-discriminatory practice	2.1. Compare the cultural differences between LGBTQ+ and non-LGBTQ+ communities, within the framework of intersectionality

<p>within an LGBTQ+ social identity framework</p>	<p>2.2. Examine identity theories when applied to a given case study of a LGBTQ+ young person</p> <p>2.3. Explore how current social and structural inequalities impact on LGBTQ+ young people's experiences and identity</p> <p>2.4. Evaluate current anti-discrimination policies and procedures within own organisation, focussing on approaches that promote LGBTQ+ equality in Youth Work practice</p>
<p>3. Understand the role that Youth Work plays in supporting and providing relevant and competent services for young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+)</p>	<p>3.1. Explore the value of cultural competency in Youth Work practice when providing services for young people who are LGBTQ+?</p> <p>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</p> <p>3.3. Evaluate partnership working with other professionals and agencies to support LGBTQ+ young people, to include:</p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of other professionals/agencies</li> <li>• Barriers and contributory factors in partnership working</li> </ul>
<p>4. Be able to assess own practice within a reflective process to strengthen self-awareness and ability to analyse</p>	<p>4.1. Critically reflect in and on own practice to develop and improve LGBTQ+ knowledge, skills, and cultural competency</p> <p>4.2. Apply the results of own reflection and development in 4.1 to own practice</p>

## YWCL4U12 – Youth Work and Local Strategy, Local Youth Partnerships and Related Structures

<b>Unit Reference</b>	<b>T/650/4046</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit outlines the knowledge and skills underpinning Youth Work approaches to local strategy, local youth partnerships and related structures.
<b>Learning Outcomes (1 to 5)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The student can</i>
1. Understand definitions of 'place', how place and local are defined and who they are defined by	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. Understand the role 'need' and 'assets' play in shaping local provision, structures and strategies, and key tools and resources that support quality assessment	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

<p>3. Understand the systems and structures required to support a local ecosystem, and the role of youth provision within and in support of wider systems</p>	<p>3.1. Describe the key infrastructure needed in a place to support a local ecosystem supporting children and young people</p> <p>3.2. Describe how Youth Work and youth provision sits within this ecosystem</p> <p>3.3. Describe different approaches to partnership working to support children and young people</p>
<p>4. Understand the role of evaluation and learning in partnership working, collaboration and local infrastructure</p>	<p>4.1. Explain the importance of evaluation and learning to delivering outcomes for children and young people</p> <p>4.2. Identify the evaluation and learning approaches that can be used when collaborating with others to achieve outcomes for children and young people</p> <p>4.3. Analyse the opportunities and barriers to implementing learning and evaluation in partnership with others</p> <p>4.4. Identify ways of measuring whether partnership working is supporting outcomes for children and young people</p>
<p>5. Evaluate practice and approaches to Local Strategy, local youth partnerships and related structures as they relate to their role and work setting</p>	<p>5.1. Evaluate own knowledge, skills and understanding in relation to partnership working</p> <p>5.2. Assess the systems, structures and partnership work that directly relates to their work, role, and context</p> <p>5.3. Summarise required development actions to improve own knowledge, skills and understanding of partnership working</p>



## **YWCL4U13 – Youth Work and Social Pedagogy in Childrens Social Care**

<b>Unit Reference</b>	<b>Y/650/4047</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit explores Youth Work’s contribution to the welfare of young people in Children’s Social Care. By the conclusion of this unit, students will be able to apply statutory frameworks, guidance, research, and evidence regarding young people in care and leaving care services and contextual, complex, and transitional safeguarding systems.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand the role of the youth workers in promoting the welfare and development of young people, considering legislation, guidance and frameworks in safeguarding systems and care, and leaving care services	<p>1.1. Identify core principles and values of legislation and guidance in reference to safeguarding systems and care and leaving care</p> <p>1.2. Explain the importance of developmental domains and ecological approaches</p> <p>1.3. Consider how Youth Work values and principles apply to legislation and guidance concerning young people within safeguarding systems and care services</p> <p>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</p>

<p>2. Understand how social pedagogy’s conceptual tools align with youth work values and principles when promoting a young person’s holistic and social development</p>	<p>2.1. Explain and apply social pedagogy’s conceptual tools to professional practice with young people</p> <p>2.2. Reflect on Youth Work values and principles and how they connect to social pedagogy’s conceptual tools</p> <p>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</p>
<p>3. Understand research and evidence that has resulted in contextual and complex approaches to safeguarding young people</p>	<p>3.1. Define the terms contextual and complex safeguarding</p> <p>3.2. Explain the evidence that underpins approaches to contextual and complex safeguarding</p> <p>3.3. Describe the defining features of Child Exploitation</p> <p>3.4. Reflect on the contribution Youth Work can make to promoting the development of young people within contextual and complex safeguarding systems</p>
<p>4. Be able to explain how Youth Work can enable the inclusion, development, and participation of young people in care and leaving care services</p>	<p>4.1. Appreciate the challenges young people in care and leaving care services experience and the reasons for poor transitions and outcomes</p> <p>4.2. Reflect on your own experience of the benefits of using leisure-based activities with young people</p> <p>4.3. Identify how leisure-based activities can create social capital for young people in care and leaving care systems</p>

## YWCL4U14 – Youth Work and Social Work

<b>Unit Reference</b>	<b>A/650/4039</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to provide students with an understanding of the key differences between Youth Work approaches and Social Work practices. Students will discuss the opportunities and tensions that arise when seeking to apply Youth Work principles and approaches in identified practice settings and explore solutions.
<b>Learning Outcomes (1 to 5)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The student can</i>
1. Understand what is meant by Youth Work approaches and Social Work approaches	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. Understand differences in professional 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. Understand the impact of the differences in professional approaches on	3.1. Analyse examples of Social Work practice and explore the consequences for 'clients'

<p>the people being worked with</p>	<p>3.2. Analyse examples of Youth Work practice and explore the consequence for 'clients'</p> <p>3.3. Explore the whole range of practice and its implications for families and young people</p>
<p>4. Understand the opportunities and tensions that arise when seeking to apply Youth Work principles and approaches in identified practice settings</p>	<p>4.1. Using the principles of Youth Work, identify areas that may conflict with Social Work principles</p> <p>4.2. Explain how Youth Work and Social Work can complement each other for the benefit of young people and families</p>
<p>5. Identify ways to reduce tensions and maintain professional integrity</p>	<p>5.1. Explore the professional boundaries and limits of Youth Work approaches</p> <p>5.2. Explore the professional boundaries and limits of Social Work approaches</p> <p>5.3. Explain how professional boundaries and limits can be negotiated in a professional setting</p>

## YWCL4U15 – Youth Work and Youth Justice

<b>Unit Reference</b>	<b>A/650/4048</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to enable students to understand the youth justice system in England and Wales and evaluate the range of interventions deployed with young offenders or young people at risk of offending. Students will consider how their own practice can support young people navigate through the system and the opportunities and tensions that may arise when seeking to uphold Youth Work principles in interagency youth justice work.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The student can</i>
1. Understand what is meant by youth justice	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. Understand the historical, social, and legal context for 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

<p>3. Understand youth justice policy and processes and alternative approaches</p>	<p>3.1. Examine youth justice policy</p> <p>3.2. Evaluate youth justice processes</p> <p>3.3. Evaluate alternative approaches to youth justice</p>
<p>4. Understand how Youth Work approaches can support young people involved in the youth justice system</p>	<p>4.1 Examine how Youth Work can support young people involved in the youth justice system</p> <p>4.2 Explore opportunities and tensions that arise when applying Youth Work principles in youth justice work</p>

## **YWCL4U16 – Youth Work Approaches to Violence, Gangs and Exploitation**

<b>Unit Reference</b>	<b>D/650/4049</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to provide learners with an understanding of violence, gangs, and exploitation and how Youth Work approaches can respond meaningfully to these issues in a range of practice settings.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The student can</i>
1. Understand what is meant by violence, gangs, and exploitation	1.1. Define youth violence, gangs, and exploitation 1.2. Identify common assumptions and myths about youth violence, gangs, and exploitation
2. Understand contexts, causes and consequences of 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

<p>3. Understand how Youth Work approaches can respond to violence, gangs and exploitation</p>	<p>3.1. Outline key principles of Youth Work and informal education</p> <p>3.2. Explain how Youth Work can respond to violence, gangs and exploitation in a range of practice settings</p>
<p>4. Be able to evaluate own practice and approaches to violence, gangs, and exploitation</p>	<p>4.1. Evaluate own knowledge, skills and understanding in relation to violence, gangs, and exploitation</p> <p>4.2. Summarise required development actions to improve own knowledge, skills and understanding of violence gangs and exploitation</p>



## YWCL4U17 – Youth Work Approaches to Working in the Secure Estate

<b>Unit Reference</b>	<b>J/650/4050</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to provide students with an understanding of how Youth Work principles and methodologies are applied within a secure estate setting. Developing skill sets and knowledge base, increasing confidence and competence to work autonomously and collaboratively, across sectors, improving outcomes for young people within the secure estate.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The student can</i>
1. Understand the purpose and structure of the secure estate	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. Understand the context and experience of the young person within the secure estate	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

	<p>2.3. Define what is meant by Trauma Informed Practise within the secure estate</p> <p>2.4. Outline the possible causes for challenging behaviour within the secure estate</p> <p>2.5. Evaluate the need to de-escalate challenging behaviour within the secure estate</p>
<p>3. Understand how Youth Work practice maintains an asset-based approach to practice within a secure estate</p>	<p>3.1. Identify the role of Youth Work, within the secure estate, including:</p> <ul style="list-style-type: none"> <li>• Guiding Key Principles,</li> <li>• National Occupational Standards and</li> <li>• The National Curriculum</li> </ul> <p>3.2. Define what is meant by Asset Based Youth Work within the secure estate</p> <p>3.3. Clarify Youth Participation and its role within the secure estate</p> <p>3.4. Assess power dynamics within the secure estate and how these can influence relationships between young people and professionals</p> <p>3.5. Evaluate how Youth Work and informal education methodologies can support formal education within the secure estate</p>
<p>4. Understand the skills needed to manage self and others within the secure estate environment</p>	<p>4.1. Clarify the role of the Youth Worker within the secure estate</p> <p>4.2. Evaluate the support mechanisms for Youth Worker’s when working within the secure estate</p> <p>4.3. Explain how anti-discriminatory practices can drive Youth Work practices within the secure estate</p> <p>4.4. Assess the relationships between different professionals within the secure estate</p>

## YWCL4U18 – Youth Work in Formal Education

<b>Unit Reference</b>	<b>K/650/4051</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	The aim of this unit is to provide students with an understanding of the challenges and opportunities of working with the formal education sector. It explores interprofessional working, educational approaches and how to negotiate tensions that may occur. It analyses the role of the professional, the primary client and uses a range of practice examples to facilitate students' reflection on the role Youth Workers can play in supporting young people's educational opportunities.
<b>Learning Outcomes (1 to 4)</b> <b><i>The student will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The student can</i></b>
1. Understand the role of a Youth Worker when working in formal educational settings	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. Understand the differences between formal, informal, and non-formal education	2.1. Critically compare the differences between formal, informal, and non-formal education

	<p>2.2. Evaluate the different approaches to education and how they relate to the role of the Youth Worker</p>
<p>3. Understand the working context and demands of formal education and how Youth Workers can work collaboratively to support young people</p>	<p>3.1. Understand the demands on teachers/schools from policy makers</p> <p>3.2. Evaluate the causes for young people to become disengaged with formal education</p> <p>3.3. Reflect on how the context of young people’s lives can impact on their educational journey</p> <p>3.4. Explain how collaborative working can mutually benefit practitioners and young people</p>
<p>4. Be able to critically evaluate practice dilemmas and complexities of working in formal educational settings</p>	<p>4.1. Reflect on own experience of working in a formal educational setting</p> <p>4.2. Evaluate own skills and competencies to work in formal educational settings</p> <p>4.3. Explore potential challenges and opportunities in working in formal education</p> <p>4.4. Design activities and ways of working with young people who have become disengaged with formal education</p>

## YWCL4U19 – Youth Work Participation and Democracy

<b>Unit Reference</b>	<b>T/650/4037</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit outlines the knowledge and skills underpinning Youth Work approaches to youth participation and the role that Youth Work can play in supporting young people’s engagement in democratic life.
<b>Learning Outcomes (1 to 4)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The student can</i>
1. Understand the range of ways youth participation can be defined and communicate its connection to democracy and young people’s human rights	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. Understand the various forms and types of youth participation in democratic society and the barriers young people may face to engaging in them	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. Understand the role that Youth Work can play in enabling young people’s participation	3.1. Define the role that Youth Work and informal education can play in enabling young people’s participation

	<p>3.2. Analyse the various justifications for youth participation projects or programmes or policies and how they might apply to Youth Work</p> <p>3.3. Compare the role that Youth Work can play when supporting young people's participation to the approaches used by other sectors</p>
<p>4. Be able to evaluate own practice and approaches to enabling young people's participation</p>	<p>4.1. Review effectiveness of own Youth Work practice as a tool for youth participation</p> <p>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</p> <p>4.3. Demonstrate the use of suitable educational, participatory and group work approaches to support youth participation</p>

## YWCL4U20 – Critical Youth Work Practice (Exploring Gendered Worlds)

<b>Unit Reference</b>	<b>H/650/4031</b>
<b>Level</b>	<b>5</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit gives access to current critical debates about gender as an underpinning for Youth Work practice.
<b>Learning Outcomes (1 to 3)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The student can</i>
1. Understand and be able to use current and ever-changing vocabulary to account for the social experience of gender	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. Be able to recognise gendered scripts and practices that limit young people's access to opportunities and/or the exercise of their human rights	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

	<p>non-discrimination; the right to live free from violence</p> <p>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</p>
<p>3. Understand the ways young people find to negotiate gendered scripts</p>	<p>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</p> <p>3.2. Offer a clear description of the ways young people find to negotiate gendered scripts</p>



## YWCL4U21 – Critical Youth Work Practice (Opening up Gendered Worlds)

<b>Unit Reference</b>	<b>J/650/4032</b>
<b>Level</b>	<b>5</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	In this unit students will explore possible critical dialogue and enquiry-based Youth Work responses to the lived experience of gender explored in the unit 'Exploring Gendered Worlds.'
<b>Learning Outcomes (1 to 3)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The student can</i>
1. Understand the strengths and weaknesses of a range of approaches that influence sensitive practice regarding issues of gender	<p>1.1. Recognise the difference and connections between the meaning of gender-specific, gender-sensitive, feminist and trans and non-binary inclusive approaches</p> <p>1.2. Recognise a range of ways of noticing and responding to gendering in their own contexts:</p> <ul style="list-style-type: none"> <li>• Community Auditing</li> <li>• Creative Auditing</li> <li>• The RAOMIE (Rights-based) planning method</li> <li>• Mapping and Moving Methods</li> </ul> <p>1.3. Develop methods for recognising, addressing, and valuing the impact of their own lived experience of gender within Youth Work settings</p>
2. Be able to develop and implement a small, critical,	2.1. Develop a range of prompts, resources, and methods of listening in order to identify potential

<p>and participatory enquiry project to open up gender related issues of significance to the young people they work with</p>	<p>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</p> <p>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</p> <p>2.3. Design and implement with young people a small-scale Participatory Enquiry and show recognition of the merits of a collaborative approach</p>
<p>3. Be able to identify a range of methods and use at least two a) reflect on the process of the research and b) share the findings with others, to amplify the issues raised</p>	<p>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</p> <p>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</p> <p>3.3. Use a digital platform to share or promote the findings in ways agreed with young people</p>

## YWCL4U22 – Therapeutic Youth Work (Terminology, Methods, and Theory)

<b>Unit Reference</b>	<b>J/650/4041</b>
<b>Level</b>	<b>5</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit explores the theoretical knowledge that underpins Therapeutic Youth Work practice. Learners <b>must</b> have access to a real work environment and be familiar with Youth Work practice.
<b>Learning Outcomes (1 to 5)</b> <i>The student will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The student can</i>
1. Understand intersectional disadvantage and how this impacts young people’s wellbeing	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. Understand the terminology and approaches that inform Therapeutic Youth Work 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. Understand the underpinning theoretical considerations that inform Therapeutic Youth Work practice	<p>3.1. Explore and demonstrate an understanding of Carl Rogers' (1957) three core conditions</p> <p>3.2. Explore and demonstrate an understanding of Empowering Coaching</p>
4. Understand the value of healing – centred engagement in Youth Work	<p>4.1. Explore and assess the value of healing-centred engagement in Youth Work, and how this may support post-traumatic growth</p> <p>4.2. Explore, and demonstrate an understanding of, social justice approaches in Youth Work</p> <p>4.3. Explore, and demonstrate an understanding of, 'therapeutic alliance' and its value in Youth Work</p>
5. Be able to develop and demonstrate an understanding of the Therapeutic Youth Work model	<p>5.1. Review the Therapeutic Youth Work model (Carr, 2022) and discuss its application to practice</p> <p>5.2. Evaluate the benefits of the Therapeutic Youth Work model (Carr, 2022)</p>

## YWCL4U23 – Therapeutic Youth Work (Exploring Therapeutic Youth Work in Practice)

<b>Unit Reference</b>	<b>K/650/4042</b>
<b>Level</b>	<b>5</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Total Unit Time (TUT)</b>	<b>50 hours (30 GL + 20 hours for independent research and assessment)</b>
<b>Unit Summary</b>	This unit explores the skills, activities, contexts, and impact of Therapeutic Youth Work practice. Learners <b>must</b> have access to a real work environment and be familiar with Youth Work practice.
<b>Learning Outcomes (1 to 4)</b> <b><i>The student will</i></b>	<b>Assessment Criteria (1.1 to 4.3)</b> <b><i>The student can</i></b>
1. Be able to develop and demonstrate an understanding of the 4 key tenets of Therapeutic Youth Work Practice, therapeutic alliance, and the model of Therapeutic Youth Work	<p>1.1. Explain the 4 key tenets of Therapeutic Youth Work practice</p> <p>1.2. Discuss the role of therapeutic alliance in enabling Therapeutic Youth Work</p> <p>1.3. Review the Therapeutic Youth Work model, and assess how this can be used to develop critical relationships through Therapeutic Youth Work practice</p>
2. Be able to critically explore Therapeutic Youth Work in practice	<p>2.1. Discuss the purpose of Therapeutic Youth Work conversation, and the skills needed for this</p> <p>2.2. Identify, and develop, the relationship building skills needed to enhance Therapeutic Youth Work relationships</p>

	<p>2.3. Assess a range of activities used in own practice, and describe a plan for their development as Therapeutic Youth Work activities</p> <p>2.4. Critically explore how a Youth Work setting could be enhanced into a Therapeutic Youth Work environment</p> <p>2.5. Analyse ways a therapeutic alliance with young people has been created in own practice</p>
<p>3. Be able to critically evaluate and analyse safeguarding considerations in Therapeutic Youth Work</p>	<p>3.1. Explore and develop an understanding of Contextual Safeguarding</p> <p>3.2. Identify and explore the skills needed for effective safeguarding in Therapeutic Youth Work</p> <p>3.3. Discuss the professional boundary considerations needed in Therapeutic Youth Work</p> <p>3.4. Identify and discuss how to foster a culture of safeguarding in own practice</p> <p>3.5. Assess the role and purpose of supervision for the Therapeutic Youth Worker</p> <p>3.6. Discuss how young people can be involved in co-delivery of Therapeutic Youth Work methods and activities</p>
<p>4. Be able to critically evaluate the impact of Therapeutic Youth Work in own practice</p>	<p>4.1. Review the impact of using Therapeutic Youth Work in own practice</p> <p>4.2. Demonstrate how supervision has been used to develop own Therapeutic Youth Work practice and professional boundaries</p> <p>4.3. Design a development plan for own continued professional development in Therapeutic Youth Work practice</p>

## Appendices

### Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables students 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 student 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 student's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a student's existing levels of skill or knowledge.

- Where past certification only provides evidence that could be considered for exemption of part of a unit, students **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 students 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 student 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 SEG Awards Qualifications' which can be downloaded [here](#).

## Certification

Students 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 Skills and Education Group Awards web site.

## Exemptions

This qualification contains exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.



## Glossary of Terms

### GL (Guided Learning)

GL is where the student 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 student 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 student 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



If you need any help with this guide please contact our team.

0115 854 1620

[skillsandeducationgroupawards.co.uk](http://skillsandeducationgroupawards.co.uk)

*We are part of the Skills and Education Group.*