SEG Awards Level 3 Technical Occupational Entry in Youth Support Work (Diploma)

England – 610/6187/6

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.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website provides access to a wide variety of information.

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Specification Code

The specification code is D9551-03.

Issue	Date	Details of change
1.0	August 2026	New qualification

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

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 3 Technical Occupational Entry in Youth Support Work (Diploma)							
Qualification Purpose	D1. Confirm competence in an occupational role to the standards required						
Age Range	Pre 16		16-18	✓	18+	✓	19+ ✓
Regulation	The above qualification(s) is/are regulated by: > Ofqual						
Assessment	> Internal assessment > Internal and external moderation						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Grading	Pass/Fail To achieve a Pass, learners **must** complete all 9 units as stated in the rule of combination (RoC)						
Operational Start Date	01/08/2026						
Review Date	01/08/2029						
Operational End Date	-						
Certification End Date	-						
Guided Learning (GL)	292 Hours						
Total Qualification Time (TQT)	390 Hours						
Credit Value	39						
Skills and Education Group Awards Sector	Youth and Community						
Regulator Sector	13.1 Teaching and Learning						
Support from Trade Associations	National Youth Agency Education Training Standards (England and Wales)						

Introduction

The development of the SEG Awards Level 3 Technical Occupational Entry in Youth Support Work (Diploma) has been led by the National Youth Agency in consultation with Awarding Organisations and with industry experts. This qualification contains units which provide opportunities for learners to develop the underpinning knowledge and work skills required to competently carry out the role of Assistant Youth Support Worker at Level 2 and Youth Support Worker at Level 3, whether in paid employment or in the voluntary sector.

There are 9 mandatory units within this qualification to ensure learners are well equipped to progress onto further training opportunities or work in a variety of settings.

This qualification aims to provide practitioners with a qualification that embraces National Occupational Standards for Youth Work and their mandatory competencies containing knowledge requirements and levels of skill.

The key areas covered in this qualification include:

> Principles of Youth Work
> Safeguarding in a Youth Work Setting
> Young People's Development
> Engaging and Communicating with Young People
> Group Work in a Youth Work Setting
> Working with Behaviour that Challenges in a Youth Work Setting
> Reflective Practice in a Youth Work Setting
> Anti-Discriminatory Practice in a Youth Work Setting
> Work-based Practice in Youth Work

For those studying the SEG Awards Level 3 Technical Occupational Entry in Youth Support Work (Diploma) there is a requirement that across the programme learners **must** undertake 80 hours of work experience in a Youth Work environment (paid or unpaid) throughout their learning journey. Learners **must** have access to a real work environment for most of the units.

Pre-requisites

There are no formal entry requirements for learners to undertake this qualification.

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

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 3 Technical Occupational Entry in Youth Work (Diploma)

Learners **must** achieve 39 credits from the 9 mandatory units to gain this qualification.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 39				
Principles of Youth Work	D/651/7252	3	4	30
Safeguarding in a Youth Work Setting	F/651/7253	3	4	25
Young People's Development	H/651/7254	3	3	23
Engaging and Communicating with Young People	J/651/7255	3	4	20
Group Work within a Youth Work Setting *	K/651/7256	3	6	50
Working with Behaviour that Challenges in a Youth Work Setting	L/651/7257	3	3	14
Reflective Practice in a Youth Work Setting	M/651/7258	3	3	24
Anti-Discriminatory Practice in a Youth Work Setting	R/651/7259	3	3	20
Work-based Practice in Youth Work *	A/651/7260	3	9	86

Group Work in a Youth Work Setting * includes 20hrs of placement
Work-based Practice in Youth Work * includes 60hrs of placement

Note: Level 3 Group Work within a Youth Work Setting and Level 3 Work-based Practice in Youth Work cannot be assessed via simulation.

Aim/Target Group

This qualification is designed for learners who want to work with young people aged between 11 and 25 in a range of settings as a youth support worker, providing them with the knowledge and skills necessary to excel in this field and make a positive impact on the lives of young people.

By achieving this qualification, learners will gain knowledge and skills enabling them to make a meaningful difference in the lives of young people. Whether seeking to enter the field of Youth Work or aiming to further develop their expertise.

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

A portfolio approach to continuous assessment is used throughout this qualification. Learners will study units and develop a portfolio of evidence for each unit. It is recommended that each unit has milestones where formative assessment is provided, and learners can then continue to work on their portfolios before the required final submission for the unit.

To achieve a pass in a unit, a pass grade **must** be attained for all assessment criteria and all learning outcomes.

Practice Assessment Material

Skills and Education Group Awards confirm that there are Sample Assessment Materials (SAM's) available for approved providers via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

> Purpose Statement
> Learner Unit Achievement Checklist
> Witness Statement Template

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- > Professional Discussion Template
- > Oral Questioning Template
- > Observation Record Template
- > Learner Summative Reflection Template
- > Declaration of Authenticity Template
- > *Work Experience/Placement Log Template
- > *Indicative Content
- > *Sample Assessment Modules (SAM's)

* These can be accessed by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Teaching Strategies and Learning Activities

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

Progression Opportunities

Learners who successfully complete this SEG Awards Level 3 Technical Occupational Entry in Youth Support Work (Diploma) may progress onto appropriate Level 3 programmes as a route to Foundation Degrees and Higher Education and is the qualification required for those wishing to work as a JNC qualified Youth Support Worker.

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

Tutor / Assessor Requirements

ETS England and ETS Wales acknowledge the vital role that trainers, assessors and those assuring quality have in maintaining the integrity of vocational qualifications. AO/B's and other stakeholders have to have confidence in the actions and decisions of trainers, assessors and those assuring quality.

Trainers must:

- > For the delivery of Level 3 Principles of Youth Work and Level 3 Work-based Practice units, be a JNC Professionally Qualified Youth Work

practitioner, having undertaken a recognised professional qualification in Youth Work as identified by NYA or ETS Wales[1]

> For the delivery of Principles of Youth Work and Work-based Practice units, have a minimum of three years practice experience
> For the delivery of other mandatory units, as a minimum hold a Level 3 Youth Support Worker (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of Youth Work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years
> Any remaining units **must** be delivered by experienced practitioners with expertise in the subject area
> Have a sound understanding of National Occupational Standards for Youth Work
> Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
> Be able to evidence continued professional development, including fieldwork[2] activities, within the last 3 years

Additionally for Wales, trainers must:

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

Assessors must:

> For the assessment of Level 3 Principles of Youth Work and Level 3 Work-based Practice units, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of Youth Work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years
> For qualification assessment excluding assessment of Principles of Youth Work and Work-based Practice units, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience,

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[1] A current list of all recognised JNC qualifications in England and Wales is on the NYA website www.nya.org.uk and ETS Wales website www.ets.wales
[2] This can include, for example, Youth Work practice, supervision of practitioners or training delivery

with field work experience in the context of Youth Work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years

> Have a sound understanding of the National Occupational Standards for Youth Work
> Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
> Hold or be working towards a recognised assessor qualification** ^^ (i.e. D32/33, A1)
> Be committed to, and able to evidence, further training and development

** Individuals that do not hold a recognised qualification will be expected to obtain one within 24 months of approval
^^ Individuals that do not hold a recognised qualification must have their assessment/moderation decisions countersigned by a qualified member of staff

Those internally assuring quality must:

> Hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of Youth Work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years
> Have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to Youth Work
> Have a sound understanding of the National Occupational Standards for Youth Work
> Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
> Hold or be working towards an Internal Quality Assurance qualification (i.e. D.34, V1)
> Be committed to, and able to evidence, further training and development

Those externally assuring quality must:

> Hold a JNC Professional Youth Work qualification and three years' fieldwork experience of working in the context of Youth Work, community work, community education or the voluntary community sector, and/or have

broader relevant experience across the youth and community work sector in a capacity recognised by the JNC/ETS[3] within the last 3 years

> Have recent experience (within the last three years) of external quality assurance within the occupational area with relevance to Youth Work
> Have a sound understanding of the National Occupational Standards for Youth Work
> Have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
> Hold or be working towards an external quality assurance qualification
> Be committed to, and able to evidence, further training and development

Minimum Qualification Requirements for JNC Youth Work Practice Qualifications			
Units	Trainers / Assessors	Internal QA	External QA
L3 Principles of Youth Work	JNC Professional Youth Worker*	*JNC Professional Youth Worker	**Professional Youth Worker
L3 Work-based Practice	JNC Professional Youth Worker*		
Mandatory units L3	JNC Youth Support Worker Level 3		
Mandatory units L2	JNC Youth Support Worker Level 3		

* JNC Professional Youth Worker - the holder of a 'professional Youth Worker qualification' i.e. someone with a qualification on the lists of recognised qualifications held by the NYA, ETS Wales, CLD Standards Council Scotland or NSETS (Ireland/Northern Ireland). For example, this can be a L5 DipHE/Foundation Degree (if enrolled before 2010) or a L6 BA (Hons) or a L7 PgDip/Masters

**Professional Youth Worker - the holder of a recognised professional Youth Work qualification – or similar in an aligned field (one that is related to children, young people and families, teaching or social work)

*** Some optional units are youth-work-related so need a qualified youth worker while others may be specialist units (e.g. substance

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

misuse/sexual health) where an expert in that particular area would be better qualified

Language

This specification and associated assessment materials are in English **only**.

Unit Details

Principles of Youth Work	
Unit Reference	D/651/7252
Level	3
Credit Value	4
Guided Learning (GL)	30
Unit Summary	This unit outlines the knowledge and skills underpinning Youth Work. Learners **must** have access to a real work environment.
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Understand the key purpose and role of Youth Work	1.1	Explain the key purpose of Youth Work
	1.2	Identify current national and local policies and guidance, and how these impact Youth Work socially, environmentally, economically and politically
	1.3	Outline current legislation that informs Youth Work
	1.4	Explain own organisation's purpose and policies
2. Understand key principles of Youth Work	2.1	Explain the following principles for Youth Work **a**. active participation and empowerment of young people

		b. voluntary engagement by young people **c**. informal education **d**. equality, diversity and inclusion **e**. professional codes of conduct
3. Understand the role of Youth Work in the young person's local community	3.1 3.2 3.3	Explain different types of communities Explain how the local community affects young people's lives Outline how Youth Work impacts on the young person's local community
4. Understand different contexts and models of professional Youth Work delivery	4.1 4.2	Identify different contexts where Youth Work can operate within young people's communities and wider society, including social and political perspectives Explain different models of Youth Work delivery, taking into account different places and spaces and how approaches might differ dependent on context, environment and/or young person
5. Understand the skills, knowledge, qualities and values required to practice as a Youth Support Worker	5.1 5.2 5.3	Describe the skills, knowledge, qualities and values of an effective Youth Support Worker Outline how professional boundaries are important to engaging with young people and with own team Outline how anti-discriminatory practice can impact Youth Work practice
6. Understand own skills, knowledge, qualities and values required to practice Youth Support Work	6.1 6.2 6.3	Assess personal skills, knowledge, qualities and values required for Youth Work practice Identify the impact own prejudice and values can have when engaging with young people

		Identify the professional behaviour boundaries of own role within Youth Work practice in relation to young people and colleagues
	6.4	
		Develop a personal development plan to address own areas for improvement

Safeguarding in a Youth Work Setting

Unit Reference	F/651/7253
Level	3
Credit Value	4
Guided Learning (GL)	25 **(includes 3 work/placement hours)**
Unit Summary	This unit outlines knowledge and skills relating to the safeguarding of young people and vulnerable adults up to the age of 25 in a Youth Work setting. Learners **must** have access to a real work environment.

Learning Outcomes (1 to 5)		Assessment Criteria (1.1 to 5.3)	
The learner will		**The learner can**	
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults		1.1	Define the terms 'child protection' and 'safeguarding'
		1.2	Outline current safeguarding legislation, guidelines, policies and procedures relevant to own organisation
		1.3	Outline how own organisation's child protection policies and procedures create a safe environment that benefits young people and vulnerable adults
		1.4	Describe how own organisations child protection and safeguarding policies and procedures influence own practice
		1.5	Describe the boundaries of confidentiality when working with young people and vulnerable adults and how this can affect their rights
2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in Youth Work settings		2.1	Identify a range of child protection and safeguarding multi-agency partnerships
		2.2	Describe forms of abuse including their characteristics and how to recognise them

		2.3	Describe forms of exploitation including their characteristics and how to recognise them
		2.4	Identify own organisation's safeguarding officer in relation to reporting child protection issues
		2.5	Identify own organisation's policies and procedures for keeping staff and volunteers safe
		2.6	Outline individual responsibility in terms of what actions **must** be taken when indicators for abuse and exploitation are recognised
3. Understand how Youth Work can help protect young people and vulnerable adults		3.1	Describe how Youth Work can protect and support young people
		3.2	Describe how the purposes and principles of Youth Work align with child protection and safeguarding policies and procedures
		3.3	Outline ways to support and empower young people and vulnerable adults to manage personal risk
		3.4	Outline the challenges when implementing safeguarding procedures in a Youth Work setting
4. Be able to assess risk in a Youth Work setting		4.1	Describe a health and safety risk assessment risk benefit process used in a Youth Work setting, including assessing behaviour and needs of an individual, young person or group of young people
		4.2	Develop health and safety risk assessment benefit analysis of work areas including off-site visits
		4.3	Record all health and safety risks in a group work environment and take the correct actions to ensure the safety of all

		young people in line with own organisations policies and procedures
5. Understand how to safeguard young people when using technologies	5.1	Describe professional obligations regarding administration, recording and management of data i.e.UK GDPR
	5.2	Describe the importance of an organisation-wide approach to using social media and other technologies safely
	5.3	Outline how Youth Work can raise awareness around potential harm related to using technologies

Young People's Development

Unit Reference	H/651/7254
Level	3
Credit Value	3
Guided Learning (GL)	23
Unit Summary	This unit outlines knowledge relating to young people's development and how Youth Work can support young people during adolescence. Learners **must** have access to a real work environment.

Learning Outcomes (1 to 3)		Assessment Criteria (1.1 to 3.2)
The learner will		**The learner can**
1. Understand how young people develop during adolescence	1.1	Define adolescence
	1.2	Explain social and cultural theories which relate to adolescent development
	1.3	Outline how adolescent development impacts on young people's lives
2. Understand how knowledge of adolescence impacts on Youth Work	2.1	Identify how knowledge of adolescent development benefits Youth Work and young people
	2.2	Identify ways to encourage young people to explore their values and beliefs
	2.3	Explain how changes during adolescence can affect the professional relationship between the Youth Support Worker and the young person
	2.4	Outline how changes during adolescence affect young people's behaviour and lead to stereotypes
	2.5	Explain how to challenge stereotypes impacting young people

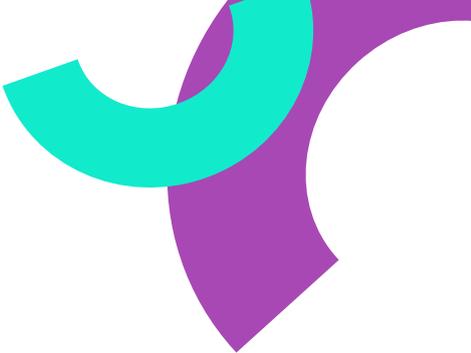| 3. Know where young people can get support during adolescence | 3.1 | Explain how Youth Support Workers can support young people during adolescence |
| | 3.2 | Identify agencies that can support young people that can face difficulties during adolescence |

Engaging and Communicating with Young People	
Unit Reference	J/651/7255
Level	3
Credit Value	4
Guided Learning (GL)	20 **(includes 5 work/placement hours)**
Unit Summary	This unit outlines knowledge and skills relating to engaging and communicating with young people in a Youth Work setting. Learners **must** have access to a real work environment.

Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)	
The learner will	**The learner can**	
1. Understand the importance of building professional relationships with young people in Youth Work	1.1	Explain why relationship building with young people is important in Youth Work
	1.2	Analyse how effective communication skills impact on building and maintaining professional relationships with young people
	1.3	Describe ways to engage young people in order to establish a professional relationship with diverse groups of young people
2. Understand different ways of engaging with stakeholders	2.1	Describe different approaches of engaging young people and increasing their participation in Youth Work
	2.2	Compare local community networks and ways in which young people might become involved
	2.3	Describe places and spaces in which professional Youth Support Work might happen and how approaches might differ dependent on context, environment and/or young person

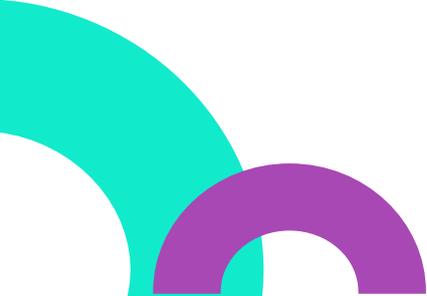|	2.4	Explain different contexts, including cultural, social and political perspectives operating within young people's communities and wider society
3. Understand the importance of good communication skills for Youth Work activities	3.1	Describe the advantages and disadvantages of different methods of communication when working with young people to include verbal, written and electronic techniques
	3.2	Describe the challenges of using social media to engage with stakeholders
	3.3	Describe a Youth Support Workers' role in supporting young people to access impartial information and guidance
	3.4	Assess own strengths and areas for improvement when communicating with others using a reflective practice model
4. Be able to communicate with stakeholders to develop a professional relationship	4.1	Demonstrate own ability to communicate, including active listening skills, with young people and two other stakeholders from the list below, clearly identify if those stakeholders are internal or external to a youth work setting and the communication technique used (i.e. verbal, written, electronic). **a**. members of the public **b**. wider community **c**. public authorities in the youth sector **d**. youth organisations and youth councils **e**. donors **f**. media
	4.2	Work in an anti-oppressive, anti-discriminatory manner, maintaining professional communication with stakeholders

5. Be able to support young people in engaging with the local community	5.1	Engage with the local community to support young people's involvement in a way that promotes acceptance and understanding of others
	5.2	Support young people to develop positive relationships in their local community that promote acceptance and understanding of others
	5.3	Assess own strengths and areas for improvement when communicating with others using a reflective practice model
	5.4	Demonstrate maintaining professional behaviour boundaries when working with young people

Group Work in a Youth Work Setting

Unit Reference	K/651/7256
Level	3
Credit Value	6
Guided Learning (GL)	50 **(includes 13 work/placement hours)**
Unit Summary	In this unit learners explore essential aspects related to group dynamics and effective Youth Work. They will identify various types of groups that young people join, understand group work theory, and learn about appropriate leadership styles. Conflict management strategies and evaluation methods are also covered. Learners will reflect on their own roles and celebrate group successes.

Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.2)	
The learner will	**The learner can**	
1. Understand the importance of group membership	1.1	Outline the types of groups young people are part of or join
	1.2	Describe the reasons why young people join groups
	1.3	Review the benefits for young people of joining groups
2. Understand group work theory	2.1	Critically compare the different roles in a group
	2.2	Explain the stages of group development
	2.3	Describe the factors that increase group effectiveness
	2.4	Evaluate how to maintain groups
	2.5	Explain the reasons for group breakdown

3. Understand the characteristics of a specific group	3.1	Identify the different roles in the group
	3.2	Describe own roles within the group
	3.3	Identify the role of the group leader
	3.4	Describe the importance of different roles within the group
4. Understand the appropriate use of leadership styles within groups	4.1	Explain **three** leadership styles appropriate to different group stages and situations
	4.2	Analyse own leadership styles when working with groups of young people
5. Understand how to manage conflict in a group work setting	5.1	Explain how conflict may arise in a group work setting
	5.2	Explain ways of managing personal feelings in a potential conflict situation
	5.3	Explain ways of defusing conflict in a group work setting
6. Be able to evaluate a program of group work activities	6.1	Reflect on methods used to evaluate and record Youth Work sessions
	6.2	Evaluate achievement of group goals
	6.3	Evaluate group strengths and weaknesses
	6.4	Demonstrate celebrating the success of young people
7. Be able to evaluate own role in the delivery of a program of group work activities	7.1	Evaluate own group work skills and leadership style
	7.2	Summarise development actions for improving own group work skills
8. Be able to deliver a Youth Work program based on participation processes	8.1	Deliver a youth programme upholding the principles and values of Youth Work including anti-oppressive practice
	8.2	Undertake and adjust session plans to

		deliver a Youth Work programme

Working with Behaviour that Challenges in a Youth Work Setting	
Unit Reference	L/651/7257
Level	3
Credit Value	3
Guided Learning (GL)	14 **(includes 2 work/placement hours)**
Unit Summary	This unit outlines knowledge and skills relating to working with behaviour that challenges which may occur when working with young people in a Youth Work setting. Learners **must** have access to a real work environment.
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**
The learner will	**The learner can**
1. Understand what is meant by conflict and behaviour that challenges	1.1 Define what is meant by behaviour that challenges
	1.2 Explain the impact of conflict and behaviour that challenges in a Youth Work setting
	1.3 Compare examples of conflict and behaviour that challenges that can occur in a Youth Work setting
	1.4 Explain why it is important to develop a trusting and respectful relationship with young people
	1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people
	1.6 Evaluate own values in relation to working with young people and managing young people's behaviour
	1.7 Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person

2. Be able to de-escalate conflict and behaviour that challenges in Youth Work settings	2.1	Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a Youth Work setting
	2.2	Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in Youth Work settings
	2.3	Demonstrate methods of defusing conflict and behaviour that challenges in Youth Work settings
3. Understand the role of feedback in relation to changed behaviour in a Youth Work setting	3.1	Explain how positive feedback affects and enhances behavioural change in young people
	3.2	Describe methods of providing positive acknowledgement of changed behaviour
	3.3	Analyse examples of the impact of positive acknowledgement of changed behaviour in a Youth Work setting
4. Understand when support is required in managing conflict and behaviour that challenges	4.1	Explain situations when additional support is required to manage conflict and behaviour that challenges
	4.2	Evaluate support mechanisms available when managing conflict and behaviour that challenges
5. Be able to develop own practice in relation to conflict and behaviour that challenges	5.1	Explain own practice in relation to conflict and behaviour that challenges in Youth Work settings
	5.2	Reflect on own practice in relation to managing conflict and behaviour that challenges
	5.3	Create a development plan to enhance own skills in managing conflict and behaviour that challenges

Reflective Practice in a Youth Work Setting

Unit Reference	M/651/7258
Level	3
Credit Value	3
Guided Learning (GL)	24 **(includes 2 work/placement hours)**
Unit Summary	This unit outlines knowledge and skills relating to working with behaviour that challenges which may occur when working with young people in a Youth Work setting. Learners **must** have access to a real work environment.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	**The learner can**	
1. Understand the principles and values of reflective practice in Youth Work	1.1	Define reflective practice within a Youth Work setting
	1.2	Explain the benefits of reflection in developing Youth Work practice
	1.3	Evaluate approaches to reflective practice and their potential strengths and weaknesses
2. Be able to undertake self-directed reflection on own practice and continuing professional development	2.1	Demonstrate regular reflection on own experience, skills and behaviour upholding the principles and values of reflective practice in youth support work
	2.2	Evaluate own areas of strength and potential areas for development
	2.3	Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive
	2.4	Evaluate the development plan with own line manager

3. Be able to use reflection to develop own and others practice	3.1	Identify line management styles that support and develop Youth Work practice in others
	3.2	Monitor outcomes of own work and others
	3.3	Review and revise own practice-based on feedback from others
	3.4	Apply the result of own reflection and development to own practice
	3.5	Support others in reflective practice and provide constructive feedback to them around delivery
	3.6	Demonstrate how critical reflection can improve own and others practice in line with organisational procedures
4. Be able to maintain continuous professional development opportunities that support own Youth Work practice	4.1	Summarise relevant sources of information that can support own continuing professional development on a regular basis
	4.2	Use sources of information appropriately in order to demonstrate the impact and benefits of Youth Support work
	4.3	Explain the value of reflective practice and continuing professional development in relation to Youth Support Work

Unit Reference	R/651/7259
Level	3
Credit Value	3
Guided Learning (GL)	20 **(includes 5 work/placement hours)**
Unit Summary	This unit outlines knowledge and skills relating to anti-discriminatory practice in Youth Work. Learners **must** have access to a real work environment.

Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)	
The learner will	**The learner can**	
1. Understand anti-discriminatory practice in Youth Work	1.1	Define what is meant by anti-discriminatory practice
	1.2	Explain how anti-discriminatory practice relates to the principles of Youth Work with reference to different contexts, including cultural, social and political perspectives operating within young people's communities and wider society
	1.3	Outline current legislation relating to anti-discriminatory practice
	1.4	Explain what is meant by protected characteristics
	1.5	Describe the groups defined by current legislation as having protected characteristics
2. Understand how anti-discriminatory practice impacts on Youth Work delivery	2.1	Explain the consequences of not meeting the needs of a group or individual with protected characteristics in relation to: **a**) own practice **b**) youth service delivery
	2.2	Summarise how the needs of protected

| | | characteristics groups can be met:

a) through own practice
b) within the Youth Work environment |
|---|---|---|
| 3. Understand prejudice and discrimination | 3.1 | Explain the meaning of the following terms:

a) prejudice
b) stereotyping
c) stigma
d) labelling
e) discrimination
f) equality
g) diversity
h) hate crime
i) hate speech |
| | 3.2 | Critically compare the differences between prejudice and discrimination |
| | 3.3 | Explain the following types of discrimination:

a) direct discrimination
b) indirect discrimination
c) discrimination by association
d) perception discrimination
e) harassment
f) third party harassment
g) victimisation |
4. Understand how to evaluate personal practice in relation to anti-discriminatory practice	4.1	Evaluate own Youth Work practice in relation to anti-discriminatory practice
	4.2	Develop a plan using anti-discriminatory practice to increase active participation and opportunities for youth voice and leadership
	4.3	Explain the value of reflective practice and continuing professional development in relation to Youth Work

5. Be able to respond to discriminatory practice	5.1	Respond appropriately to oppressive or discriminatory attitudes, behaviours and situations

Work-based Practice in Youth Work

Work-based Practice in Youth Work	
Unit Reference	A/651/7260
Level	3
Credit Value	9
Guided Learning (GL)	86 **(includes 50 hours in placement)**
Unit Summary	This unit outlines knowledge and skills relating to work- based practice in Youth Work. Learners **must** have access to a real work environment involving direct work with a group or groups of young people.

Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	**The learner can**	
1. Be able to uphold the Youth Work principles and practice of participation and empowerment to plan activities with young people in a work-based setting	1.1	Explain what is meant by young people's participation and empowerment
	1.2	Review a range of methods of empowering young people to participate in planning a Youth Work programme
	1.3	Use a planning model to create session plans for a Youth Work programme
	1.4	Analyse the rationale for developing the Youth Work programme
	1.5	Summarise the main stages of the Youth Work programme and activity planning
	1.6	Plan Youth Work activities using participation and empowerment principles to support young people's own development
	1.7	Comply with organisational policies, procedures and safeguarding requirements when planning the Youth Work programme
	1.8	Develop and manage budgets and

		resources in a format appropriate to the needs and capabilities of young people
2. Be able to deliver a Youth Work programme based on participation processes	2.1	Deliver a Youth Work programme upholding the principles and values of Youth Work including anti-oppressive practice
	2.2	Manage individuals in line with organisational procedures
	2.3	Undertake and adjust session plans to deliver a Youth Work programme
3. Be able to work effectively within a group activity	3.1	Plan a group activity which takes into account internal and external factors that influence effective groups
	3.2	Apply group work theory with a group of young people in a Youth Work setting
	3.3	Negotiate with group appropriate ground rules (which promote acceptance and understanding of others), for use in group activity
	3.4	Review group activity with an appropriate observer
	3.5	Reflect with an appropriate observer, the positives and negatives of the following: **a**) group effectiveness **b**) roles in group **c**) own contribution to group
4. Be able to evaluate practice following the delivery of Youth Work programmes	4.1	Explain methods of evaluating and recording the effectiveness of activities in Youth Work programme
	4.2	Plan evaluation and recording methods for the Youth Work programme
	4.3	Evaluate and record the Youth Work programme

| | 4.4 | Evaluate and record Youth Work programme requirements with young people using participation principles and inclusive practice |
| | 4.5 | Complete evaluation records for the programme delivered |

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

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

> **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

> **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

  > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

  > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

  > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

> **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:

  > Original certificates OR

  > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.

> **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no 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 learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

> Face-to-face meeting with a tutor
> Telephone conversation with a tutor
> Instant messaging with a tutor
> Taking part in a live webinar
> Classroom-based instruction
> Supervised work
> Taking part in a supervised or invigilated formative assessment
> The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

> Researching a topic and writing a report
> Watching an instructional online video at home/e-learning
> Watching a recorded webinar
> Compiling a portfolio in preparation for assessment
> Completing an unsupervised practical activity or work
> Rehearsing a presentation away from the classroom
> Practising skills unsupervised
> Requesting guidance via email – will not guarantee an immediate response.