

SEG Awards Level 1 Award in Youth Work

England – 610/7261/8



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.

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Specification Code

The specification code is A2452-01.

Issue	Date	Details of change
1.0	March 2026	New Qualification Developed
1.1	April 2026	Change of unit title - Children and Young People's Development in Youth Work

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



Contents

About Us	2
Sources of Additional Information	2
Copyright	2
Specification Code.....	2
Qualification Summary.....	6
Introduction.....	7
Pre-requisites.....	7
Qualification Structure and Rules of Combination	8
Aim	8
Target Group.....	9
Assessment	10
Resources.....	10
Practice Assessment Material	10
Teaching Strategies and Learning Activities	10
Progression Opportunities	11
Tutor / Assessor Requirements.....	11
Language	12
Unit Details.....	13
Youth Work Theory, Communication and Settings	13
Planning, Reviewing and Reflection	15
The Importance of Children and Young People’s Development in Youth Work	17
Safe and Inclusive Practice in Youth Work	19
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies	20
Certification	21
Exemptions.....	21
Glossary of Terms	22

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 1 Award in Youth Work – 610/7261/8	
Qualification Purpose	The SEG Awards Level 1 Award in Youth Work has been developed with industry experts. This preparatory provision allows learners to gain knowledge and understanding of working within the Youth Work sector. The four units within this qualification are all mandatory to ensure learners are well equipped to progress onto further training opportunities.
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input checked="" type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	The above qualification(s) is/are regulated by Ofqual
Assessment	<ul style="list-style-type: none"> > Portfolio of Evidence > Internal and external moderation
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/09/2026
Review Date	01/09/2029
Operational End Date	
Certification End Date	
Guided Learning (GL)	74 hours
Total Qualification Time (TQT)	90 hours
Credit Value	9
Skills and Education Group Awards Sector	Care Services
Regulator Sector	1.3 Health and Social Care



Support from Trade Associations

This qualification is supported by The National Youth Agency (NYA) and ETS England.

Introduction

The SEG Awards Level 1 Award in Youth Work is the first Youth Worker qualification on the NYA's [Standard Qualification Framework for Youth Work](#). This qualification is knowledge only and provides learners with an understanding of Youth Work, the role of Youth Workers, and the importance of safe and inclusive practice. Through the **four mandatory units** it introduces learners to the seven themes of the Standard Qualification Framework. This qualification provides learners with the essential knowledge and understanding required to begin working in the Youth Work sector. It is suitable for anyone interested in exploring Youth Work as a career.

SEG Awards is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown above. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner'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 1 Award in Youth Work

Learners **must** achieve **9 credits**. This **MUST** be made up of **9 credits** from the **four** mandatory units in **Group A**.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target - 9				
Youth Work Theory, Communication and Settings	Y/652/0571	1	2	16
Planning, Reviewing and Reflection	A/652/0572	1	3	25
The Importance of Children's and Young People's Development in Youth Work	D/652/0573	1	3	25
Safe and Inclusive Practice in Youth Work	F/652/0574	1	1	8

Aim

The SEG Awards Level 1 Award in Youth Work aims to:

- > Provide learners with a foundational understanding of Youth Work, focusing on its purpose and values, and understanding where Youth Work takes place. Learners will explore how Youth Workers support young people's development and build meaningful relationships, as well as the importance of communication and related industries, and to enable them to progress to advanced study.
- > Introduce learners to the principles of planning, delivering, and reviewing suitable Youth Work activities. Learners will identify appropriate activities for Youth Work sessions and explore the steps involved in planning a short, safe, and inclusive activity for young people. Learners will develop their understanding of the importance of reviewing in Youth Work, including why reviews are carried out, what can be reviewed, and methods that can be used to gather feedback from young people. Learners will also be introduced to reflective practice and how reflection supports professional development. Learners will also create an action plan to support their own learning and development as a Youth Worker.

- > Enable learners to understand the importance of children's and young people's development in Youth Work. Learners will be introduced to the key stages of children's and young people's development, highlighting development milestones and how areas of development are related, and explores factors that can influence this. Learners will explore factors that affect development and understand how Youth Work can contribute to young people's social development
- > Provide learners with an awareness of safe and inclusive practice in Youth Work settings and the importance of safeguarding. This includes recognising possible signs that a young person may be at risk of harm and knowing the appropriate actions to take as well as introducing key principles of inclusive practice.

The four mandatory units are as follows:

- > Youth Work Theory, Communication and Settings
- > Planning, Reviewing and Reflection
- > The Importance of Children's and Young People's Development in Youth Work
- > Safe and Inclusive Practice in Youth Work

Target Group

The SEG Awards Level 1 Award in Youth Work is an introductory qualification for those new to the role of a Youth Worker. The qualification is for volunteers and paid Youth Workers and aims to give them basic knowledge so they can develop their Youth Work skills and understanding. Youth Workers who undertake the SEG Awards Level 1 Award in Youth Work **must** be in supervised Youth Work practice.

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

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 18+
- > 19+



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.

Assessment evidence **must**, wherever possible, be holistic. This means that rather than collecting individual pieces of evidence for each assessment criterion, learners **must** gather evidence to illustrate knowledge and understanding:

- > Across units that naturally link together
- > Evidence **must** be authentic, current, sufficient, fit for purpose and valid

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

Resources

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

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment materials for this qualification.

Teaching Strategies and Learning Activities

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



Progression Opportunities

Learners may wish to progress on to other qualifications within the Skills and Education Group Youth Work suite.

This qualification provides access to continued Further Education, enhanced employability and / or an opportunity for employed learners to update existing skills.

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

Tutor / Assessor Requirements

Skills and Education Group Awards and the NYA acknowledge the vital role that tutors, assessors and those assuring quality have in maintaining the integrity of Youth Work qualifications. The NYA recognises the importance of subject specific knowledge and therefore recommends, where possible, that Youth Workers are involved in the delivery of the SEG Awards Level 1 Award in Youth Work. Awarding Organisations/Bodies (AO/Bs) and other stakeholders have to have confidence in the actions and decisions of tutors, assessors and those assuring quality.

Trainers / Tutors must:

- > Have a sound understanding of the Standard Qualification Framework for Youth Work
- > Be able to evidence continued professional development, including fieldwork¹ activities, within the last 3 years

Assessors must:

- > Have a sound understanding of the Standard Qualification Framework for Youth Work
- > 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

¹ This could include, for example, youth work practice, supervision of practitioners or training delivery

- ** 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:

- > 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 Standard Qualification Framework for Youth Work
- > 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:

- > Have a sound understanding of the Standard Qualification Framework for Youth Work
- > Have recent experience of external quality assurance
- > Hold or be working towards an external quality assurance qualification

Language

This specification and associated assessment materials are in English only.



Unit Details

Youth Work Theory, Communication and Settings	
Unit Reference	Y/652/0571
Level	1
Credit Value	2
Guided Learning (GL)	16
Unit Summary	This unit provides learners with a foundational understanding of Youth Work, focusing on its purpose and values, and understanding where Youth Work takes place. It explores how Youth Workers support young people's development and build meaningful relationships, as well as the importance of communication.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the purpose and settings of Youth Work	1.1 Describe the purpose of Youth Work 1.2 Outline the core values of Youth Work 1.3 Give examples of different settings where Youth Work takes place
2. Know how to develop communication and engagement skills used in Youth Work	2.1 Identify ways Youth Workers build positive relationships with young people 2.2 Define active listening skills 2.3 Give examples of how to communicate in an age-appropriate, inclusive way 2.4 Outline the importance of communication in teamwork 2.5 Identify potential barriers when communicating:



		<ul style="list-style-type: none"> > When working with young people > As part of a professional team
	2.6	Identify ways to overcome potential barriers when communicating
3. Know how to build quality relationships with young people	3.1	Outline why relationship building with young people is important in Youth Work
	3.2	Outline why professional boundaries are important when engaging with young people
	3.3	List different ways of working with young people that can empower them



Planning, Reviewing and Reflection	
Unit Reference	A/652/0572
Level	1
Credit Value	3
Guided Learning (GL)	25
Unit Summary	<p>This unit introduces learners to the principles of planning, delivering, and reviewing suitable Youth Work activities. Learners will identify appropriate activities for Youth Work sessions and explore the steps involved in planning a short, safe, and inclusive activity for young people.</p> <p>The unit also develops learners' understanding of the importance of reviewing in Youth Work, including why reviews are carried out, what can be reviewed, and methods that can be used to gather feedback from young people. Learners will also be introduced to reflective practice and how reflection supports professional development.</p> <p>The unit concludes with learners creating an action plan to support their own learning and development as a Youth Worker.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Know how to plan Youth Work activities	<p>1.1 Identify types of activities suitable for Youth Work sessions</p> <p>1.2 Outline the steps for planning a short Youth Work activity</p> <p>1.3 Describe how to make activities safe and inclusive in different settings</p> <p>1.4 Plan an engaging simulated Youth Work activity</p>



<p>2. Understand the importance of review in Youth Work</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Identify the purposes of review within Youth Work</p> <p>List examples of what can be reviewed</p> <p>Identify review methods</p> <p>Identify ways to review with young people</p>
<p>3. Know about reflective practice within Youth Work</p>	<p>3.1 3.2 3.3</p>	<p>State what is meant by reflection in Youth Work</p> <p>Describe the benefits of reflection for professional development</p> <p>Produce an action plan which supports own development as a Youth Worker</p>



The Importance of Children and Young People's Development in Youth Work	
Unit Reference	D/652/0573
Level	1
Credit Value	3
Guided Learning (GL)	25
Unit Summary	<p>The aim of this unit is to enable learners to understand the importance of children's and young people's development in Youth Work.</p> <p>This unit introduces the key stages of children's and young people's development, highlighting development milestones and how areas of development are related, as well as exploring factors that can influence this.</p> <p>Learners will explore factors that affect development and understand how Youth Work can contribute to young people's social development.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)
The learner will	The learner can
1. Understand the stages of development in children and young people	<p>1.1 Identify key areas of development in children and young people</p> <p>1.2 List typical developmental milestones from birth to 19 years</p> <p>1.3 Outline how different areas of development are related</p>
2. Understand factors that affect the development of children and young people	<p>2.1 Identify factors that influence development</p> <p>2.2 Describe how factors can impact young people's development and wellbeing</p>



3. Know how Youth Work contributes to young people's social development	3.1	Identify ways Youth Work contributes to young people's: <ul style="list-style-type: none">> wellbeing> social development
---	-----	--



Safe and Inclusive Practice in Youth Work	
Unit Reference	F/652/0574
Level	1
Credit Value	1
Guided Learning (GL)	8
Unit Summary	<p>This unit provides learners with an awareness of safe and inclusive practice in Youth Work settings and the importance of safeguarding. This will include recognising possible signs that a young person may be at risk of harm and knowing the appropriate actions to take.</p> <p>The unit also introduces key principles of inclusive practice.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.2)
The learner will	The learner can
1. Understand safe practice in Youth Work	1.1 Outline why safe practice is essential in Youth Work 1.2 List signs that may indicate a young person is at risk of harm 1.3 Identify appropriate actions to take if concerned about a young person's safety 1.4 Describe safe practices relevant to a range of Youth Work settings
2. Understand inclusive practice in Youth Work	2.1 Define what is meant by equality, equity, diversity, inclusion, and belonging (EEDIB) in Youth Work 2.2 Outline the importance of equality, equity, diversity, inclusion, and belonging (EEDIB) in Youth Work

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.