



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Level 3 Youth Work Practice Qualifications

### **NOCN Level 3 Certificate in Youth Work Practice**

Qualification No: 601/5611/9

### **NOCN Level 3 Diploma in Youth Work Practice**

Qualification No: 601/5612/0

### **Operational Start Date**

1 February 2015

### **Version**

2.1 – January 2019

### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

## Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 3 Youth Work Practice qualifications.

The qualifications are relevant to organisations in the Youth Work sector, or who employ Youth Work staff.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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## NOCN Level 3 Certificate and Diploma in Youth Work Practice

The NOCN Level 3 Certificate and Diploma in Youth Work Practice are designed to prepare learners to lead work with young people in a range of youth work settings. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth workers work typically with young people aged between 11 and 25. Their work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole.

The **Level 3 Certificate** is suitable if you need minimal support and is the qualification required for those wishing to work as a JNC qualified Youth Support Worker. This is for employees who deliver operational youth work and who undertake duties on their own initiative or who carry supervisory responsibility for small projects, such as one night a week clubs. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth workers.

The **Level 3 Diploma** is suitable if you have completed the Level 3 Certificate in Youth Work Practice (which is required for those wishing to work as a JNC qualified Youth Support Worker) and wish to extend your knowledge of and skills in specialist subject areas. This is for employees who deliver operational youth work and who undertake duties on their own initiative or who carry supervisory responsibility for small projects, such as one night a week clubs. Workers with these responsibilities will receive leadership and operational guidance from professionally qualified youth workers.

These qualifications are suitable for learners **aged 16 years or over**. These qualifications will provide learners with an opportunity to:

- Gain the knowledge, skills and qualities required to work with young people within a Youth Worker role.
- Achieve a standalone qualification that offers a progression route within the Teaching and Lecturing sector.
- Learners achieving the Level 3 Certificate in Youth Work Practice can progress to the Level 3 Diploma qualification.
- Learners who complete the NOCN Level 3 Diploma in Youth Work Practice can progress to Diploma of Higher Education, Foundation Degrees and BA Honours and other related qualifications in Youth Work.

Learners will gain the knowledge and skills required to prepare for various roles such as Youth Support Worker, Youth and Community Worker whether paid or in a voluntary role.

The qualification links to: National Occupational Standards for Youth Work. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in Youth Work.

## Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

## Qualification Structure

The **NOCN Level 3 Certificate in Youth Work Practice** is a **27** credit qualification and has **132-144** guided learning hours with a Total Qualification Time (TQT) of **270** hours. Learners **must** achieve all **24** credits from the mandatory units and a minimum of **3** credits from the optional units listed below. The first 4 units (which are italicised) form the NOCN Level 2 Award in Youth Work Practice.

**Please note that the unit list for the Certificate and Diploma is the same, and so will be outlined once.**

The **NOCN Level 3 Diploma in Youth Work Practice** is a **37** credit qualification and has **170-217** guided learning hours with a Total Qualification Time (TQT) of **370** hours. Learners **must** achieve all **24** credits from the mandatory units and a minimum of **13** credits from the optional units listed below. The first 4 units (which are italicised) form the NOCN Level 2 Award in Youth Work Practice.

## Mandatory Group A

| Unit Title  | Level | Credit Value | Ofqual Unit Number |
|---|-------|--------------|--------------------|
| <i>Theory of Youth Work</i>                               | 2     | 4            | T/506/9206         |
| <i>Safeguarding in a youth work setting</i>               | 2     | 3            | J/506/9226         |
| <i>Young People's Development</i>                         | 2     | 2            | M/506/9219         |
| <i>Engaging and Communicating with Young People</i>       | 2     | 2            | F/506/9239         |
| Group Work within a Youth Work Setting                    | 3     | 3            | A/506/9501         |
| Working with Challenging Behaviour in Youth Work Settings | 3     | 2            | A/506/9420         |
| Reflective Practice in a Youth Work Setting               | 3     | 2            | A/506/9238         |
| Work-based Practice in Youth Work                         | 3     | 6            | K/506/9218         |

## Optional Group B

| Unit Title   | Level | Credit Value | Ofqual Unit Number |
|--|-------|--------------|--------------------|
| Interviewing Skills for Work with Young People                 | 3     | 3            | D/506/9216         |
| Detached and Outreach Youth Work – Understanding and Knowledge | 3     | 4            | A/506/9207         |
| Detached and Outreach Youth Work - Practice                    | 3     | 3            | J/506/9503         |

|   |   |   |            |
|---|---|---|------------|
| Understanding Exchange Programmes in a Youth Work Setting   | 3 | 5 | F/506/9208 |
| Implementing Exchange Programmes in a Youth Work Setting  | 3 | 6 | M/506/9236 |
| Facilitate the Learning and Development of Young People through Mentoring                           | 3 | 4 | J/506/9209 |
| Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy            | 3 | 2 | A/506/9210 |
| Support Young People who are Asylum Seekers   | 3 | 3 | F/506/9211 |
| Support Young People to Achieve their Learning Potential  | 3 | 3 | T/506/9500 |
| Support Young People who are Looked After or are Leaving Care                                       | 3 | 3 | H/506/9184 |
| Support Young People's Transition to Independence   | 3 | 2 | Y/506/9196 |
| Referrals and Signposting in Youth Work Settings  | 3 | 3 | D/506/9197 |
| Support Young People who are not in Employment, Education Training or Excluded from School          | 3 | 3 | K/506/9185 |
| Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities              | 3 | 3 | H/506/9234 |
| Understand how youth work can support young people with mental health problems                      | 3 | 2 | H/506/9220 |
| Support young people to develop, implement and review a plan of action                              | 3 | 2 | T/506/9223 |
| Understand how youth work can support young people who are experiencing poverty                     | 3 | 3 | M/506/9222 |
| Understand how youth work can support young people who misuse substances                            | 3 | 2 | K/506/9221 |
| Understand how youth work supports young people who are lesbian, gay, bisexual or transgender       | 3 | 2 | L/506/9227 |
| Understand how to manage staff in a youth work setting  | 3 | 3 | F/506/9225 |
| Facilitating Youth Trips and Residentials   | 3 | 6 | A/506/9174 |
| Work Effectively with Vulnerable Young People   | 3 | 3 | F/506/9175 |
| Young People's Participation in Youth Work  | 3 | 3 | J/506/9176 |
| Exploring Faith and Community Values within a Youth Work Setting                                    | 3 | 3 | L/506/9177 |
| Managing Performance in a Youth Work Setting  | 3 | 3 | R/506/9178 |
| Managing a Budget within a Youth Work Setting   | 3 | 2 | Y/506/9179 |
| Effective Outcomes-Based Youth Work   | 3 | 2 | L/506/9180 |
| Anti-Discriminatory Practice in Youth Work  | 3 | 3 | H/506/9217 |
| Supervision in the Youth Work Context   | 3 | 4 | K/506/9235 |
| Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting | 3 | 3 | L/506/9423 |

### Additional Unit

The unit below is not a requirement of the qualification, but has been added to the Level 3 Certificate and Diploma to support the Welsh Apprenticeship Framework for Youth Work. This unit is optional, and achievement of it would not count towards the credits required for the qualification.

| Unit Title                             | Level | Credit Value | Ofqual Unit Number |
|--|-------|--------------|--------------------|
| Employment Rights and Responsibilities | 2     | 3            | L/504/6160         |

### Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience

- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

## Centre Information

### Offering the qualification

### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 3 Certificate and Diploma in Youth Work Practice please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk) for the attention of your Account Manager.

### New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see Become a Registered Centre on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

If you would like more information about becoming a NOCN centre and offering this qualification please see 'New centres' under the 'Centres' section on our website [www.nocn.org.uk](http://www.nocn.org.uk) or contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk).

### External Verification

Once recognised as a Centre, NOCN will allocate an External Verifier. The External Verifier will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

## Required Resources for Delivering these Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

The National Youth Agency (NYA) has released an assessment strategy, outlining the requirements for staff delivering/assessing, and Quality Assuring the Youth Work Qualifications. The strategy can be found on the NOCN website at:

[https://my.nocn.org.uk/Data/Asset\\_Downloads/YouthWorkL2-L3AssessmentStrategyforAwardingOrganisations.pdf](https://my.nocn.org.uk/Data/Asset_Downloads/YouthWorkL2-L3AssessmentStrategyforAwardingOrganisations.pdf)

## Tutor/Assessor

The NYA stipulate that **tutors** of these qualifications **must**:

- for the delivery of Theory of Youth Work and Work Based Practice units, be a JNC Professionally Qualified Youth Work practitioner, having undertaken a recognised professional qualification in youth work as identified by NYA or ETS Wales (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));
- for the delivery of Theory of Youth Work and Work Based Practice units, have a minimum of three years practice experience. The remaining units should be delivered by experienced practitioners with expertise in the subject area;
- have a sound understanding of National Occupational Standards for Youth Work;
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales; be able to evidence continued professional development, including fieldwork activities (this could include, for example, youth work practice, supervision of practitioners or training delivery), within the last three years.

The NYA stipulate that **assessors** of these qualifications **must**:

- for the assessment of Theory of Youth Work and Work Based Practice units, hold a recognised Youth Work (JNC) professional qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and have relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- for qualification assessment excluding assessment of Theory of Youth Work and Work Based Practice units, hold a Level 3 in Youth Work Practice (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last 3 years;
- have a sound understanding of the National Occupational Standards for Youth Work;

- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales;
- hold or be working towards a recognised assessor qualification (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

### **Internal Verifier**

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

The NYA also stipulate that those carrying out **internal quality assurance** of these qualifications 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.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

### **Continuing Professional Development (CPD)**

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

## Unit Information

The NOCN Level 3 Certificate and Diploma in Youth Work Practice consists of eight mandatory and a selection of optional units which are detailed below.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows.

**The units for Certificate and Diploma are the same, so have been listed once.**

## Mandatory Units

|                                      |                             |
|--------------------------------------|-----------------------------|
| <b>Unit Title:</b>                   | <b>Theory of Youth Work</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>T/506/9206</b>           |
| <b>Unit Level:</b>                   | <b>Two</b>                  |
| <b>Unit Credit Value:</b>            | <b>4</b>                    |
| <b>GLH:</b>                          | <b>30</b>                   |
| <b>Assessment Guidance</b>           | <b>N/A</b>                  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the key purpose and role of youth work.                           | 1.1. Describe the key purpose of youth work.<br>1.2. Identify current national and local policies and guidance that informs youth work.<br>1.3. Outline current legislation that informs youth work.<br>1.4. Describe own organisation's purpose and policies.   |
| 2. Understand key principles of youth work.                                     | 2.1. Describe the following principles for youth work:<br>a) active participation and empowerment of young people<br>b) voluntary engagement by young people<br>c) non-formal education and informal learning<br>d) equality, diversity and inclusion<br>e) code of conduct.   |
| 3. Understand the role of youth work in the young person's local community.     | 3.1. Describe different types of communities.<br>3.2. Describe how the local community affects young people's lives.<br>3.3. Outline how youth work impacts on the young person's local community.   |
| 4. Understand different models of youth work delivery.                          | 4.1. Identify the sectors and structures in which youth work is delivered.<br>4.2. Describe different models of youth work delivery.   |
| 5. Understand the skills, knowledge, qualities and values required to practice. | 5.1. Describe the skills, knowledge, qualities and values of an effective youth worker.<br>5.2. Outline how professional boundaries are important to engaging with young people and with own team.<br>5.3. Outline how anti-discriminatory practice can impact on youth work.  |
| 6. Understand own skills, knowledge, qualities and values required to practice. | 6.1. Assess personal skills, knowledge, qualities and values required to practice as a youth worker.<br>6.2. Identify the impact own prejudice and values could have when engaging with young people.<br>6.3. Identify the boundaries of own role as a youth worker in relation to young people and colleagues.<br>6.4. Create a personal development plan to address own areas for improvement. |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Safeguarding in a Youth Work Setting</b>                  |
| <b>Ofqual Unit Reference Number:</b> | <b>J/506/9226</b>  |
| <b>Unit Level:</b>                   | <b>Two</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>20</b>  |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b> |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.                           | 1.1. Define the terms 'child protection' and 'safeguarding'.<br>1.2. Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.<br>1.3. Outline own organisation's child protection policies and procedures that create a safe, but challenging environment that benefits young people.<br>1.4. Describe how own organisation's child protection policies and procedures influence own practice.<br>1.5. Describe the boundaries of confidentiality when working with young people and how this could affect own rights. |
| 2. Be able to assess risk in a youth work setting.  | 2.1. Describe a health and safety risk assessment process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people.<br>2.2. Develop a health and safety risk assessment of work areas and including off-site visits.  |
| 3. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings. | 3.1. Identify a range of child protection and safeguarding support agencies.<br>3.2. Describe forms of abuse and their characteristics.<br>3.3. Identify own organisation's safeguarding office in relation to reporting child protection issues.   |
| 4. Understand how to protect young people when using contemporary technologies.   | 4.1. Describe how e-safety policies and practices help keep young people safe.<br>4.2. Describe the importance of an organisation-wide approach to using social media and other technologies safely.<br>4.3. Outline how youth workers can reduce the potential harm related to using contemporary technologies.  |
| 5. Understand how youth work protects young people.   | 5.1. Describe how youth workers protect and support young people.<br>5.2. Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.<br>5.3. Outline ways to support and empower young people to manage personal risk.<br>5.4. Outline the challenges when implementing safeguarding procedures in a youth work setting.  |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Young People's Development</b>                         |
| <b>Ofqual Unit Reference Number:</b> | <b>M/506/9219</b>   |
| <b>Unit Level:</b>                   | <b>Two</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>13</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand how young people develop during adolescence.        | 1.1. Define adolescence.<br>1.2. Describe theories for adolescent development.<br>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.<br>2.2. Describe how changes during adolescence could affect the professional relationship between the youth worker and the young person.<br>2.3. Outline how changes during adolescence affect young peoples behaviour and lead to stereotypes.<br>2.4. Describe how to challenge stereotypes impacting on young people. |
| 3. Know where young people can get support during adolescence.    | 3.1. Describe how youth workers can support young people during adolescence.<br>3.2. Describe helping organisations that can support young people that may face difficulty during adolescence.  |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Engaging and Communicating with Young People</b>       |
| <b>Ofqual Unit Reference Number:</b> | <b>F/506/9239</b>   |
| <b>Unit Level:</b>                   | <b>Two</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>10</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the importance of building professional relationships with young people in youth work. | 1.1. Describe why relationship building with young people is important to youth work.<br>1.2. Describe how effective communication skills impact on building and maintaining professional relationships with young people.<br>1.3. Identify ways to engage young people in order to establish a professional relationship. |
| 2. Understand the different ways of engaging with young people.                                      | 2.1. Describe the different approaches of engaging young people and increasing their participation in youth work.  |
| 3. Understand the importance of good communication skills for youth work activities.                 | 3.1. Describe the advantages and disadvantages of different methods of communication when working with young people.<br>3.2. Describe the challenges of using social media to engage with young people.  |
| 4. Be able to engage young people to develop a professional relationship.                            | 4.1. Communicate with young people using effective listening skills.   |
| 5. Be able to support young people in engaging with the local community.                             | 5.1. Support young people to develop positive relationships in their local community.<br>5.2. Assess own strengths and areas for improvement when communicating with others.<br>5.3. Engage with the local community to support young peoples involvement.   |
| 6. Know how to support young people's information needs.   | 6.1. Describe youth workers' role in supporting young people to access impartial information and guidance.   |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Group Work within a Youth Work Setting</b>             |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9501</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>12</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the importance of group membership.  | 1.1. Explain the types of groups young people are part of or join.<br>1.2. Explain the reasons why young people join groups.<br>1.3. Review the benefits for young people of joining groups.<br>1.4. Summarise key characteristics of effective groups.  |
| 2. Understand group work theory.   | 2.1. Critically compare the different roles in a group.<br>2.2. Explain the stages of group development.<br>2.3. Describe the factors that increase group effectiveness.<br>2.4. Evaluate how to maintain groups.<br>2.5. Explain the reasons for group breakdown.                                 |
| 3. Be able to work effectively when delivering a programme of group youth work activities.     | 3.1. Using group work theory, plan a programme of group youth work activities, taking into account internal and external factors.<br>3.2. Develop and maintain ground rules for working together, using group negotiation process.<br>3.3. Lead a group of young people in a youth work programme. |
| 4. Understand the appropriate use of leadership styles within groups.                          | 4.1. Explain the main leadership styles appropriate to different group stages and situations.<br>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.<br>5.2. Explain ways of managing personal feelings in a potential conflict situation.<br>5.3. Explain ways of defusing conflict in a group work setting.  |
| 6. Be able to evaluate a programme of group youth work activities.                             | 6.1. Reflect on and evaluate the effectiveness of the roles within the group.<br>6.2. Reflect on and evaluate achievement of group goals.<br>6.3. Evaluate group strengths and weaknesses.   |
| 7. Be able to evaluate own role in the delivery of a programme of group youth work activities. | 7.1. Evaluate own group work skills and leadership style.<br>7.2. Summarise development actions for improving own group work skills.   |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Working with Challenging Behaviour in Youth Work Settings</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9420</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>2</b>   |
| <b>GLH:</b>                          | <b>14</b>  |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>        |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand what is meant by conflict and challenging behaviour.                           | 1.1. Define what is meant by challenging behaviour.<br>1.2. Explain the impact of conflict and challenging behaviour in a youth work setting.<br>1.3. Explain why it is important to develop a trusting and respectful relationship with young people.<br>1.4. Explain the importance of setting and maintaining appropriate boundaries and expectations with young people.<br>1.5. Evaluate own values in relation to working with young people and managing young people's behaviour.<br>1.6. Explain internal and external influences that can contribute to the presentation of conflict and challenging behaviour in a young person. |
| 2. Be able to de-escalate conflict and challenging behaviour in youth work settings.         | 2.1. Critically compare examples of conflict and challenging behaviour that can occur in a youth work setting.<br>2.2. Explain de-escalation techniques that can be used to address conflict and challenging behaviour in a youth work setting.<br>2.3. Analyse own strengths and weaknesses in dealing with conflict and challenging behaviour in youth work settings.<br>2.4. Demonstrate methods of defusing specific conflict and challenging behaviour 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.<br>3.2. Demonstrate methods of providing positive acknowledgement of changed behaviour.<br>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 challenging behaviour.       | 4.1. Evaluate situations when additional support is required to manage conflict and challenging behaviour.<br>4.2. Summarise support mechanisms available when managing conflict and challenging behaviours.  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 5. Be able to develop own practice in relation to conflict and challenging behaviour. | 5.1. Explain own practice in relation to conflict and challenging behaviour in youth work settings.<br>5.2. Reflect on own practice in relation to managing conflict and challenging behaviour.<br>5.3. Create a development plan to enhance own skills in managing conflict and challenging behaviour. |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Reflective Practice in a Youth Work Setting</b>        |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9238</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>14</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the principles of reflective practice in youth work.  | 1.1. Define reflective practice within a youth work setting.<br>1.2. Explain the benefits of reflection in developing youth work practice.<br>1.3. Evaluate approaches to reflective practice and their potential strengths and weaknesses.  |
| 2. Be able to undertake self directed reflection on own practice and continuing professional development. | 2.1. Use regular reflection on own experience, skills and behaviour.<br>2.2. Evaluate own areas of strength and potential areas for development.<br>2.3. Create a plan with SMART objectives to address own learning and support needs.<br>2.4. Evaluate development plan with line manager.   |
| 3. Be able to use reflection to develop own and others practice.  | 3.1. Monitor outcomes of own work and others.<br>3.2. Review and revise practice based on feedback from others.<br>3.3. Apply the result of own reflection and development to own practice.<br>3.4. Support others in reflective practice and provide constructive feedback to them around delivery.<br>3.5. Demonstrate how reflection can improve own and others practice. |
| 4. Be able to keep up to date with policies and developments relevant to working with young people.       | 4.1. Evaluate relevant sources of information that can provide updates on an ongoing basis.<br>4.2. Explain the importance of keeping up to date with own practice and how this impacts on own practice.   |

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|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Work-based Practice in Youth Work</b>   |
| <b>Ofqual Unit Reference Number:</b> | <b>K/506/9218</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>6</b>   |
| <b>GLH:</b>                          | <b>20</b>  |
| <b>Assessment Guidance</b>           | <b>This unit needs to be assessed through observation (by experienced Youth Work Practitioner) of practice in line with NOS Youth Work requirements for Youth Work qualifications accredited by JNC Committee.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Be able to use the principles and practice of participation and empowerment to plan activities with young people in a work based setting. | 1.1. Explain what is meant by young people's participation and empowerment.<br>1.2. Review different methods of empowering young people to participate in planning a youth work programme.<br>1.3. Analyse the rationale for developing the youth work programme.<br>1.4. Evaluate youth work programme requirements with young people using participation principles and inclusive practice.<br>1.5. Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme.<br>1.6. Summarise the main stages of programme and activity planning.<br>1.7. Plan youth work activities using participation and empowerment principles to support young people's own development.<br>1.8. Use a planning model to create session plans for a youth work programme.<br>1.9. Develop resources in a format appropriate to the needs and capabilities of young people.<br>1.10. Plan evaluation methods for the youth work programme. |
| 2. Be able to deliver a youth work programme based on participation processes.   | 2.1. Deliver a youth work programme.<br>2.2. Undertake and adjust session plans to deliver a youth work programme.  |
| 3. Be able to evaluate practice following the delivery of youth work programmes.   | 3.1. Explain methods of evaluating the effectiveness of activities in youth work programme.<br>3.2. Evaluate the youth work programme.<br>3.3. Complete evaluation records for the programme delivered.   |

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA   |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 4. Be able to reflect on own practice following the delivery of youth work programmes. | 4.1. Evaluate own work based practice, including evaluation with young people, to determine the effectiveness of the programme.<br>4.2. Reflect on own contribution and effectiveness in planning and delivery of youth work programmes.<br>4.3. Implement a personal development plan. |

## Optional Units

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Interviewing Skills for Work with Young People</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>D/506/9216</b>                                     |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>n/a</b>  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the process of preparing for interviews with young people. | 1.1. State purposes of interviewing young people.<br>1.2. Explain why it is important to prepare for interviews with young people.<br>1.3. Explain the components of an interview planning process.<br>1.4. Explain how to engage young people in the interview process.<br>1.5. Explain why relevant information needs to be provided in advance of an interview.   |
| 2. Be able to conduct interviews with individual young people.           | 2.1. Establish the purpose and desired outcomes of the interview with the young person.<br>2.2. Carry out an interview in line with interview plan.<br>2.3. Agree outcomes and next steps with young person.<br>2.4. Make records in line with organisational procedures and current legislation.<br>2.5. Use effective communication skills to engage young people. |
| 3. Be able to implement interview follow up procedures.                  | 3.1. Implement the agreed outcomes and next steps within own area of responsibility.<br>3.2. Explain the referral process and own role in it.  |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Detached and Outreach Youth Work – Understanding and Knowledge</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9207</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>4</b>  |
| <b>GLH:</b>                          | <b>18</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>             |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand detached and outreach youth work.   | 1.1. Define 'detached' and 'outreach' youth work.<br>1.2. Describe the key milestones in the development of detached and outreach youth work.<br>1.3. Evaluate the benefits and disadvantages of targeted detached and outreach work.<br>1.4. Explain how the values and principles of detached and outreach youth work relate to generic youth work principles and practice. |
| 2. Understand the skills and knowledge required to be a detached and outreach worker.                     | 2.1. Evaluate personal knowledge and skills against those required for the role of a detached/outreach youth worker.  |
| 3. Understand the importance of young people's participation for detached and outreach youth work.        | 3.1. Explain why young people's participation is important for detached and outreach youth work.<br>3.2. Explain how communication with young people affects their participation in detached and outreach youth work.   |
| 4. Understand how practice, legislation and organisational needs affect detached and outreach youth work. | 4.1. Explain how each of the following affects detached and outreach youth work:<br>a) Organisational policies and procedures<br>b) Organisational support<br>c) Child protection and confidentiality<br>d) Professional boundaries<br>e) Professional safety and risk<br>f) Ethical issues<br>g) Quality assurance<br>h) Legislation.  |

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| <p>5. Understand how to create a plan for detached and outreach youth work.</p>                               | <p>5.1. Create a plan for detached and outreach youth work to include:</p> <ul style="list-style-type: none"> <li>a) Rationale for intervention</li> <li>b) Evidence to support the rationale</li> <li>c) Aims, objectives and outcomes</li> <li>d) Safety, boundaries and risk</li> <li>e) Resources</li> <li>f) Length of time to implement the plan</li> <li>g) Communication methods with young people</li> <li>h) Methods of engagement with young people</li> <li>i) Methods of engagement with the community</li> <li>j) A community audit/profile</li> <li>k) Exit strategy</li> <li>l) Evaluation</li> </ul> |
| <p>6. Understand how organisational support structures are integral for detached and outreach youth work.</p> | <p>6.1. Explain how organisational support structures are important for:</p> <ul style="list-style-type: none"> <li>a) Professional practice</li> <li>b) Quality assurance processes</li> <li>c) Organisation requirements</li> <li>d) Young people.</li> </ul>   |
| <p>7. Understand the process of recording detached and outreach youth work.</p>                               | <p>7.1. Describe the process of recording detached and outreach youth work.</p>   |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Detached and Outreach Youth Work - Practice</b>  |
| <b>Ofqual Unit Reference Number:</b> | <b>J/506/9503</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>6</b>  |
| <b>Assessment Guidance</b>           | <b>This unit is to be undertaken in the workplace or as part of a work placement. All learners will need to have completed the level 3 Detached and Outreach Youth Work – Understanding and Knowledge before undertaking this unit or provide evidence to support that that learning has taken place.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Be able to create a plan for detached and outreach youth work.    | 1.1. Create a plan for detached and outreach youth work to include: <ul style="list-style-type: none"> <li>• the rationale for intervention</li> <li>• the evidence to support the rationale</li> <li>• aims, objectives and outcomes</li> <li>• resources</li> <li>• length of time to implement the plan</li> <li>• safety, boundaries and risk</li> <li>• communication methods with young people</li> <li>• methods for engaging with young people and the local community</li> <li>• how s/he would engage with the community</li> <li>• a community audit/profile</li> <li>• exit strategy</li> <li>• evaluation</li> </ul> |
| 2. Be able to implement a plan for detached and outreach youth work. | 2.1. Use the plan developed in 1.1 detailing: <ul style="list-style-type: none"> <li>• how initial contact was managed</li> <li>• communication with young people</li> <li>• child protection and confidentiality issues</li> <li>• how personal safety was maintained</li> <li>• how organisational procedures were maintained</li> <li>• engagement with the local community</li> <li>• how professional boundaries were maintained.</li> <li>• how legislation impacted on practice.</li> </ul>  |
| 3. Be able to evaluate a plan for detached and outreach youth work.  | 3.1. Evaluate the plan developed in 1.1 detailing: <ul style="list-style-type: none"> <li>• areas of sector leading practice</li> <li>• areas for improvement</li> <li>• future development plans</li> <li>• young people's feedback.</li> </ul>  |
| 4. Be able to record detached and outreach sessions.                 | 4.1. Record detached and outreach sessions.   |

| LEARNING OUTCOMES                               | ASSESSMENT CRITERIA   |
|---|---|
| <b>The learner will:</b>                        | <b>The learner can:</b>   |
| 5. Be able to reflect on professional practice. | 5.1. Critically reflect on own practice to include: <ul style="list-style-type: none"><li>• organisational support</li><li>• areas of good practice</li><li>• areas for future development.</li></ul> |

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|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Understanding Exchange Programmes in a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>F/506/9208</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>5</b>   |
| <b>GLH:</b>                          | <b>24</b>  |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>        |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the role and purpose of exchange programmes.  | 1.1. Evaluate the role and purpose of exchange programmes.   |
| 2. Understand the application of reflective practice to exchange programmes.  | 2.1. Analyse the benefits of reflective practice.<br>2.2. Assess ways to apply reflective practice to own situation.   |
| 3. Understand professional practice when working with young people in exchange programmes.                                    | 3.1. Explain what is meant by professional practice.<br>3.2. Identify key factors that encourage respect for young people's diversity and social inclusion.<br>3.3. Identify key factors that promote young people's right to make their own decisions and choices.<br>3.4. Identify key factors that ensure the welfare and safety of young people.<br>3.5. Explain the importance of accountability.<br>3.6. Explain the importance of recognising the boundaries between personal and professional life.<br>3.7. Analyse the impact of challenges to own professional practice. |
| 4. Understand child protection and health and safety policy and practice in relation to school and youth exchange programmes. | 4.1. Explain the principles of child protection in relation to exchange programmes.<br>4.2. Explain measures that are needed to ensure child protection.<br>4.3. Explain the principles of Health and Safety policy in relation to exchange programmes.<br>4.4. Explain the measures that are needed to ensure the health and safety of participants.  |
| 5. Understand the process of planning and designing exchange programmes.  | 5.1. Explain the management of the financial, physical and human resources of exchange programmes.<br>5.2. Explain ways to ensure the participation of young people on a programme.<br>5.3. Explain how to address the views, needs and concerns of participants.<br>5.4. Describe: <ul style="list-style-type: none"> <li>a) the responsibilities of leaders</li> <li>b) facilitation roles</li> <li>c) partnership working methods.</li> </ul>   |

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
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| The learner will:  | The learner can:   |
| 6. Understand the skills required to facilitate an exchange programme with a partner organisation. | 6.1. Evaluate the skills required to carry out facilitation and partnership roles.<br>6.2. Explain the skills required for facilitation, co-facilitation and working in partnership within an exchange programme.<br>6.3. Explain the implications of different working practices between formal and informal education sectors in the context of exchange programmes. |
| 7. Understand appropriate methods of evaluating exchange programmes.                               | 7.1. Assess methods of evaluating exchange programmes.   |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Implementing Exchange Programmes in a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>M/506/9236</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>6</b>  |
| <b>GLH:</b>                          | <b>20</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>       |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Be able to plan an exchange programme.  | 1.1. Create a plan for a youth exchange programme that has clear learning objectives.<br>1.2. Explain how the programme created meets the organisation's youth work objectives.   |
| 2. Be able to implement an exchange programme.   | 2.1. Explain the purpose of a specific exchange programme.<br>2.2. Implement a planned exchange programme.<br>2.3. Manage the financial, physical and human resources of an exchange programme.<br>2.4. Negotiate the participation of young people in an exchange programme.<br>2.5. Risk assess the health and safety and child protection issues of an exchange programme.<br>2.6. Describe the responsibilities of group leaders as facilitators working in partnership.<br>2.7. Evaluate own role within the partnership.<br>2.8. Evaluate the effectiveness of intercultural learning in an exchange programme. |
| 3. Be able to support the participation of young people in the planning and implementation of an exchange programme. | 3.1. Identify key factors to involve young people at all stages of an exchange programme.<br>3.2. Assess how the professional ethics, principles and practice approaches involved in working with young people are applied during an exchange programme.<br>3.3. Identify how an exchange programme can address the views, needs and concerns of young people.<br>3.4. Explain how and why facilitation roles and participative techniques are used.<br>3.5. Assess likely learning outcomes for young people involved in an exchange programme.  |
| 4. Be able to evaluate an exchange programme.  | 4.1. Evaluate an exchange programme.<br>4.2. Evaluate the role of reflective learning in the implementation of an exchange programme.   |

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| <b>Unit Title:</b>                   | <b>Facilitate the Learning and Development of Young People through Mentoring</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>J/506/9209</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>4</b>   |
| <b>GLH:</b>                          | <b>20</b>  |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>                        |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand how to facilitate the learning and development needs of young people through mentoring. | 1.1. Explain the interpersonal and communication skills required to facilitate the learning and development needs of young people.<br>1.2. Explain how different styles and methods of mentoring impact on the learning and development of young people.  |
| 2. Understand the mentoring process.  | 2.1. Explain the stages of a typical mentoring relationship.<br>2.2. Clarify the records that need to be kept regarding an on going mentoring relationship.   |
| 3. Be able to support young people to address their individual learning and development needs.        | 3.1. Support young people to express their goals and aspirations.<br>3.2. Support young people to identify ways of removing barriers to achievement.<br>3.3. Develop a personal action plan to address individual learning and development needs of young people.                                 |
| 4. Be able to promote the wellbeing, resilience and achievement of young people through mentoring.    | 4.1. Explain the importance of promoting the wellbeing, resilience and achievement of young people through mentoring.<br>4.2. Demonstrate mentoring strategies and activities with young people that support their wellbeing and resilience.  |
| 5. Understand the boundaries of a mentoring relationship.   | 5.1. Explain the importance of a formal agreement for a mentoring relationship.<br>5.2. Assess the importance of mentoring guidelines.<br>5.3. Analyse potential ethical issues that may arise.<br>5.4. Summarise situations when mentees may benefit from being referred to other professionals. |
| 6. Be able to review the effectiveness of the mentoring process.                                      | 6.1. Assess the progress of young people against their action plans, suggesting improvements.<br>6.2. Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual young people.  |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Principles of Supporting Young People in relation to Sexual Health and Risk of Pregnancy</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9210</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>10</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>                                       |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy. | 1.1. Explain the issues affecting young people in relation to sexual health and risk of pregnancy.<br>1.2. Identify factors which could affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy.<br>1.3. Explain how the factors identified could affect young people's decision-making relating to sexual activity, health and pregnancy.<br>1.4. Explain the social, health, emotional and educational risk factors associated with early sexual activity or teenage pregnancy. |
| 2. Understand how to support young people in relation to sexual health and risk of pregnancy.       | 2.1. Describe sources of information, guidance and support regarding sexual health and risk of pregnancy available to young people.<br>2.2. Explain how to support young people to identify their needs and priorities.<br>2.3. Describe the codes of practice, relevant professional guidance and organisational policies relevant to this area of Youth Work.<br>2.4. Explain the importance of adhering to policies and guidelines with regard to professional conduct, confidentiality and gaining consent.      |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Support Young People who are Asylum Seekers</b>        |
| <b>Ofqual Unit Reference Number:</b> | <b>F/506/9211</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>5</b>  |
| <b>GLH:</b>                          | <b>23</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
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| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the issues affecting young people who are asylum seekers.                              | 1.1. Describe the issues which may affect the daily lives of young people who are asylum seekers.<br>1.2. Explain the impact of the broader social and legal environment on the needs of young asylum seekers.  |
| 2. Understand how to support young people who are asylum seekers.                                    | 2.1. Describe the information, advice, agencies, charities and support services which are available to asylum seekers.<br>2.2. Support young people to identify their concerns, priorities and realistic options.<br>2.3. Describe how to encourage young people to consider their options for daily life, identifying potential obstacles and how to address them.   |
| 3. Know about the statutory and legal frameworks in relation to young people who are asylum seekers. | 3.1. Describe the statutory and legal frameworks for protecting the rights of young people who are asylum seekers.<br>3.2. Describe the stages of the legal process for asylum seekers including the process for applications for children and the appeal process.<br>3.3. Explain how to give support to asylum seekers, balancing the interests of the young person, inherent risks and any legal duties of care. |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Support Young People to Achieve their Learning Potential</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>T/506/9500</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand legislation and policies that affect young people's education and learning. | 1.1. Describe legislation that affects young peoples access to education and learning opportunities.<br>1.2. Explain how policies have influenced access to learning opportunities for young people.  |
| 2. Be able to support young people to learn and achieve.                                  | 2.1. Support young people to recognise how their interests, talents and abilities can help them to learn.<br>2.2. Support young people to build on their interests, talents and abilities.  |
| 3. Know how to work with others to support young people to achieve learning outcomes.     | 3.1. Explain the importance of engaging parents and carers in young people's learning.<br>3.2. Identify key professionals who support young people's learning.<br>3.3. Describe the roles of key professionals in supporting young people's learning.<br>3.4. Explain the importance of effective communication between those involved in young people's learning.  |
| 4. Be able to work with young people to make the most of learning opportunities.          | 4.1. Engage with young people to set and monitor progress towards goals and targets.<br>4.2. Support young people's learning activities.<br>4.3. Support young people to address their barriers to learning.<br>4.4. Support young people so that they can transfer their learning to other areas of their lives.<br>4.5. Provide young people with positive feedback to celebrate their achievements.<br>4.6. Work with young people to evaluate their learning. |

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| <b>Unit Title:</b>                   | <b>Support Young People who are Looked After or are Leaving Care</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>H/506/9184</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>23</b>  |
| <b>Assessment Guidance</b>           | <b>N/A</b>   |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
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| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the issues affecting young people who are looked after or leaving care.                              | 1.1. Explain the social, emotional and personal issues that might arise for young people who are looked after or are leaving care.<br>1.2. Explain the key factors that may be relevant to the needs of young people who are looked after or leaving care.  |
| 2. Be able to support young people who are looked after or leaving care.   | 2.1. Describe the sources of information and support services which are available to support young people who are looked after or leaving care.<br>2.2. Support young people to explore their views, choices and perceptions of their care situation or change of situation and to understand the potential consequences of their choices.<br>2.3. Support young people to maintain positive relationships and contact with family, carers and/or significant others. |
| 3. Know about the statutory and legal frameworks in relation to young people who are looked after or leaving care. | 3.1. Describe the statutory and legal frameworks for protecting young people who are looked after or leaving care.<br>3.2. Explain how to give support in a way that balances the interests of the young person, inherent risks and legal duties of care.   |

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| <b>Unit Title:</b>                   | <b>Support Young People's Transition to Independence</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>Y/506/9196</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>2</b>   |
| <b>GLH:</b>                          | <b>12</b>  |
| <b>Assessment Guidance</b>           | <b>N/A</b>   |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
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| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the way that young people move from dependence to independence.                        | 1.1. Explain the reasons why some young people may find it difficult to move to independence.<br>1.2. Explain how independence is relative to each individual young person's stage of development, level of understanding and ability.<br>1.3. Explain reasons why independence is a staged process towards inter-dependency. |
| 2. Be able to prepare young people for the practical challenges of independence.                     | 2.1. Work with young people to identify practical challenges to overcome in order to move towards independence.<br>2.2. Review and revise development plans when supporting young people.   |
| 3. Be able to prepare young people for the emotional challenge of independence.                      | 3.1. Explain emotional challenges that may be experienced by young people as they move towards independence.<br>3.2. Support young people to develop emotionally in moving towards independence to include interpersonal skills, resilience skills and reducing transition anxiety.   |
| 4. Be able to prepare young people to assess personal risks and protect themselves.                  | 4.1. Explain to young people how to assess risks in day to day situations.<br>4.2. Work with young people to identify ways to minimise and protect themselves from risks.   |
| 5. Be able to support young people's information and guidance needs when moving toward independence. | 5.1. Provide young people with information, guidance and advice to support their transition to independence.  |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Referrals and Signposting in Youth Work Settings</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>D/506/9197</b>                                       |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand how youth work supports the referral of young people.     | 1.1. Explain how youth work principles support young people when signposted to support services and individuals.<br>1.2. Explain the role of the youth worker in signposting and referring young people to supporting services.<br>1.3. Explain how own youth work practice supports young people. |
| 2. Understand the referral options that are available for young people. | 2.1. Describe a range of referral services and individuals that support and help young people.<br>2.2. Explain how to identify the most appropriate referral opportunities for young people.   |
| 3. Be able to support young people through a referral process.          | 3.1. Support young people in relation to referral and signposting decision-making.<br>3.2. Enable young people to make informed choice in referral process.<br>3.3. Explain own role in referral process.  |
| 4. Be able to evaluate a referral process suggesting improvements.      | 4.1. Evaluate a referral process and make recommendations for improvement.   |

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| <b>Unit Title:</b>                   | <b>Support Young People who are not in Employment, Education Training or Excluded from School</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>K/506/9185</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>The learner will:</b>   | <b>The learner can:</b>  |
| <p>1. Understand the issues affecting young people not in education, employment, training or excluded from school.</p> | <p>1.1. Describe issues and barriers that may affect young people who are not in employment, education or training.</p> <p>1.2. Explain issues that may affect young people who are excluded from school.</p> <p>1.3. Explain issues that can affect young people's opportunities for accessing employment, education or training.</p> <p>1.4. Explain the effects of exclusion on the health, safety and well-being of young people.</p> <p>1.5. Describe the information, support and community services which are available to support young people not in education, employment or training or excluded from school.</p> |
| <p>2. Be able to support young people who are not in employment, education or training or excluded from school.</p>    | <p>2.1. Support young people to identify and access relevant sources of information, advice and guidance about their employment and training options, rights and responsibilities.</p> <p>2.2. Support young people to recognise the benefits that employment, education or training opportunities may offer them.</p> <p>2.3. Support young people to plan how to achieve their employment, education and training goals.</p>   |

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| <b>Unit Title:</b>                   | <b>Work with Young People to Reduce Involvement in Anti-social and/or Criminal Activities</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>H/506/9234</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>                                     |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the underlying issues contributing to the anti-social and/or criminal activity of young people.                      | 1.1. Explain the factors that can contribute to young people's anti-social behaviour/criminal behaviour.<br>1.2. Explain the factors that can cause young people to resist making personal changes to their anti-social and/or criminal behaviour.<br>1.3. Explain how peer influence can affect anti-social and/or criminal behaviour.   |
| 2. Understand how to use youth work skills to support young people to reduce involvement in anti-social and/or criminal behaviour. | 2.1. Explain how to empower young people to: <ul style="list-style-type: none"> <li>• express their views</li> <li>• understand their own behaviour.</li> </ul> 2.2. Explain strategies and techniques for working with young people to reduce their involvement in anti-social behaviour and/or criminal activity.<br>2.3. Describe sources of support for young people to reduce their involvement in anti-social and/or criminal behaviour.  |
| 3. Be able to use youth work skills to support a young person to change their anti-social and/or criminal behaviour.               | 3.1. Develop an agreement with a young person to enable them to change their anti-social and/or criminal behaviour.<br>3.2. Develop an action plan with a young person to enable them to change their anti-social and/or criminal behaviour.<br>3.3. Support the young person in their behavioural change.<br>3.4. Review the changes that the young person has made in relation to their anti-social and/or criminal behaviour.<br>3.5. Evaluate how the support process has impacted on the young person. |

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| <b>Unit Title:</b>                   | <b>Understand how Youth Work can support Young People with Mental Health Problems</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>H/506/9220</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>12</b>   |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>                          |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand the issues affecting young people with mental health problems.                              | 1.1. Explain the social, emotional and psychological issues that may affect the well-being of young people with mental health problems.<br>1.2. Explain the factors that may affect the needs of young people with mental health problems.  |
| 2. Understand how to support young people with mental health problems.                                    | 2.1. Describe the sources of information, agencies and support services which are available to help young people with mental health problems.<br>2.2. Explain how to help build self confidence, independence and self esteem in young people with mental health problems.<br>2.3. Explain how to support young people with mental health problems to express their views, anxieties and feelings about their support needs, without fear of pressure or judgement. |
| 3. Know about the statutory and legal frameworks in relation to young people with mental health problems. | 3.1. Describe the statutory and legal frameworks for protecting young people with mental health problems.<br>3.2. Explain how to work in partnership with families, parents, carers or significant others in a way that balances the rights and interests of these young people against any limitations required for their protection.  |
| 4. Understand the role of the youth worker to support young people with mental health problems.           | 4.1. Explain the role that youth workers can have supporting young people with developing positive mental health.<br>4.2. Evaluate own role as a youth worker supporting young people to develop positive mental health.  |

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| <b>Unit Title:</b>                   | <b>Support Young People to Develop, Implement and Review a Plan of Action</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>T/506/9223</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>2</b>  |
| <b>GLH:</b>                          | <b>12</b>   |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>                  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the importance for young people to develop a personal action plan for their future development needs. | 1.1. Explain why young people should be encouraged to develop a personal action plan to support their future development.<br>1.2. Evaluate the role of the youth worker in encouraging young people to develop an action plan.   |
| 2. Understand the process of developing an action plan for young people.  | 2.1. Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan.<br>2.2. Summarise information that should be included in an action plan.<br>2.3. Explain why it is important for young people to review their progress against their action plan.<br>2.4. Explain why it is important to review own contribution to the development and implementation of the young person's action plan. |
| 3. Be able to support young people to develop an action plan.   | 3.1. Encourage young people to identify their needs and aspirations.<br>3.2. Assist a young person to develop their personal action plan.  |
| 4. Be able to support young people to work towards implementation of their action plan.                             | 4.1. Give examples of support required by young people when implementing actions within their plan.<br>4.2. Provide support for young people working towards the implementation of actions within their plan.  |
| 5. Be able to support young people to review and revise their action plan.  | 5.1. Review a young person's action plan with that young person.<br>5.2. Reflect on own contribution to the development and implementation of the young person's action plan.  |

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| <b>Unit Title:</b>                   | <b>Understand how Youth Work can support Young People who are experiencing Poverty</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>M/506/9222</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>12</b>  |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>                           |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
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| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the factors that can affect young people in relation to poverty. | 1.1. Define the term poverty.<br>1.2. Explain the factors which place young people at the greatest risk of living in poverty.  |
| 2. Understand how youth work can support young people living in poverty.       | 2.1. Explain how youth work principles and practice relates to tackling poverty.<br>2.2. Explain how youth workers can support young people who are living in poverty.   |
| 3. Understand how poverty can affect young people's development.               | 3.1. Explain how poverty can affect young people's: <ul style="list-style-type: none"> <li>• physical development.</li> <li>• social and emotional development.</li> <li>• communication development.</li> <li>• intellectual development.</li> <li>• learning opportunities.</li> </ul>   |
| 4. Understand how to tackle poverty.   | 4.1. Assess a policy that has a positive impact for tackling child poverty.<br>4.2. Explain a range of strategies to tackle poverty to include: <ul style="list-style-type: none"> <li>• education and learning.</li> <li>• employment.</li> <li>• health.</li> </ul>  |
| 5. Be able to reduce the impact of poverty within own organisation.            | 5.1. Evaluate own organisation in relation to tackling poverty.<br>5.2. Create a plan in relation to tackling poverty to include: <ul style="list-style-type: none"> <li>• raising awareness.</li> <li>• reducing the impact of poverty on young people.</li> </ul> 5.3. Implement a plan in relation to tackling poverty.<br>5.4. Evaluate the outcomes of implementing a plan to tackle poverty. |
| 6. Understand how young people can be supported in relation to poverty.        | 6.1. Explain how partnership organisations can support young people who are experiencing poverty.<br>6.2. Identify a range of organisations that can support young people who are experiencing poverty.  |

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| <b>Unit Title:</b>                   | <b>Understand how Youth Work can support Young People who misuse substances</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>K/506/9221</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>12</b>   |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>                    |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
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| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand substance misuse.  | 1.1. Define substance misuse.<br>1.2. Describe a range of drugs to include their: <ul style="list-style-type: none"> <li>• street names</li> <li>• long-term effects</li> <li>• short-term effects</li> <li>• different categories.</li> </ul>   |
| 2. Understand the impact of substance misuse on young people and the youth work provision.                     | 2.1. Evaluate the impact of substance misuse on young people in relation to: <ul style="list-style-type: none"> <li>• their development</li> <li>• long-term effects</li> <li>• short-term effects</li> <li>• their family</li> <li>• the community.</li> </ul> 2.2. Explain the impact of substance misuse on the youth work provision.   |
| 3. Understand how youth work supports young people who misuse substances.                                      | 3.1. Explain how youth work principles and practice support young people who misuse substances.<br>3.2. Describe a range of referral organisations that support young people who misuse substances.  |
| 4. Understand the boundaries that apply to youth workers when working with young people who misuse substances. | 4.1. Explain the importance of professional boundaries between youth workers and young people who misuse substances.<br>4.2. Explain the key principles of confidentiality and safeguarding that apply when working with young people who misuse substances.<br>4.3. Explain how to communicate confidentiality protocols to young people in youth work settings.<br>4.4. Explain how information sharing protocols are important for supporting young people who misuse substances. |

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| <b>Unit Title:</b>                   | <b>Understand how Youth Work supports Young People who are Lesbian, Gay, Bisexual or Transgender</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>L/506/9227</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>2</b>   |
| <b>GLH:</b>                          | <b>12</b>  |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>   |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>   |
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| <b>The learner will:</b>  | <b>The learner can:</b>  |
| 1. Understand the issues affecting young people who are lesbian, gay, bisexual or transgender (LGBT). | 1.1. Define what it means to be lesbian, gay, bisexual and transgender.<br>1.2. Explain the personal, psychological, social and health issues that may affect young people who are LGBT.<br>1.3. Explain how homophobia, transphobia and heterosexism affect LGBT young people.<br>1.4. Explain why “coming out” is important for LGBT young people.                                     |
| 2. Understand how youth work can support young people who are LGBT.                                   | 2.1. Explain how youth work can support young people who are LGBT.<br>2.2. Evaluate own organisational practices in relation to supporting the needs of young people who are LGBT.<br>2.3. Develop a plan to improve organisational practices in relation to supporting the needs of young people who are LGBT.<br>2.4. Describe a range of services that can support LGBT young people. |
| 3. Understand personal youth work practice in relation to young people who are LGBT.                  | 3.1. Evaluate personal youth work practice in relation to supporting young people who are LGBT.<br>3.2. Develop a plan to improve own personal youth work practice in relation to supporting young people who are LGBT.  |

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| <b>Unit Title:</b>                   | <b>Understand how to Manage Staff in a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>F/506/9225</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>20</b>   |
| <b>Assessment Guidance</b>           | <b>Internal assessment, internal and external moderation</b>  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>   |
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| <b>The learner will:</b>   | <b>The learner can:</b>  |
| 1. Understand the principles of staff management in a youth work setting.  | 1.1. Explain the principles of staff management in a youth work setting.<br>1.2. Analyse different approaches to management.<br>1.3. Summarise the role of team supervision.   |
| 2. Understand how to promote and maintain effective working relationships. | 2.1. Explain the characteristics of team work.<br>2.2. Explain how to build effective working relationships within a team.<br>2.3. Review and revise communication approaches within team working.   |
| 3. Understand how to review own management role and areas for development. | 3.1. Evaluate own role, responsibilities and management style.<br>3.2. Summarise own areas of development based on reflective practice.<br>3.3. Describe own role and responsibilities for the health, safety and emotional well-being of own staff. |
| 4. Understand how to manage staff and volunteers in a youth work setting.  | 4.1. Explain effective practice used to manage staff and volunteers.<br>4.2. Explain the different roles and responsibilities of volunteers.<br>4.3. Summarise how volunteer roles complement and differ from those of paid staff.                   |
| 5. Understand how to manage conflict within a team.                        | 5.1. Explain potential triggers of conflict.<br>5.2. Explain the impact of conflict within a team.<br>5.3. Evaluate different approaches to managing conflict within a team.   |

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| <b>Unit Title:</b>                   | <b>Facilitating Youth Trips and Residentials</b>   |
| <b>Ofqual Unit Reference Number:</b> | <b>A/506/9174</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>6</b>   |
| <b>GLH:</b>                          | <b>28</b>  |
| <b>Assessment Guidance</b>           | <b>This unit needs to be assessed through observation of practice in line with NOS Youth Work requirements and assessor must be suitably qualified with recent youth work experience to assess learners.</b> |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand the benefits of young people participating in trips and residentials.               | 1.1. Explain the benefits of young people taking part in trips and residentials.<br>1.2. Explain how residentials and trips relate to youth work learning aims and objectives.  |
| 2. Understand legislation, policy and safeguarding requirements for youth trips and residentials. | 2.1. Describe legislative and policy requirements for trips and residentials.<br>2.2. Explain the importance of the safeguarding of young people when on a trip or residential.<br>2.3. Explain the risk assessment process for youth trips and residentials.<br>2.4. Explain emergency procedure plans for the trip or residential.  |
| 3. Be able to plan youth trips or residentials.   | 3.1. Plan a youth trip or residential following own organisations procedures.<br>3.2. Clarify roles and responsibilities to all staff and volunteers involved in the trip or residential.<br>3.3. Identify learning goals with young people to plan activities during the trip or residential.<br>3.4. Apply a range facilitation and evaluation skills during the trip or residential, to enable young people to identify whether their learning goals have been achieved. |
| 4. Be able to work as part of a team during a youth trip or residential.                          | 4.1. Demonstrate how to work as part of a team during a trip or residential.<br>4.2. Evaluate how own role and responsibilities contribute to the effectiveness of the team.  |

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| <b>Unit Title:</b>                   | <b>Work Effectively with Vulnerable Young People</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>F/506/9175</b>                                    |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>18</b>  |
| <b>Assessment Guidance</b>           | <b>N/A</b>   |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand the situations and contexts in which young people may be vulnerable.                    | 1.1. Explain a range of issues and forms of abuse that can affect vulnerable young people.<br>1.2. Explain the forms of abuse that can affect vulnerable young people.  |
| 2. Understand the legislation, policies, and procedures relating to the safeguarding of young people. | 2.1. Explain how legislation, policies and procedures regarding safeguarding impact on own role.<br>2.2. State the boundaries of confidentiality when working with young people.<br>2.3. Summarise the workplace incident reporting.<br>2.4. Explain record keeping processes and their functions.  |
| 3. Be able to communicate effectively with vulnerable young people.                                   | 3.1. Apply communication skills with young people, in ways that are:<br>a) sensitive<br>b) non-judgemental<br>c) age appropriate<br>d) appropriate to their understanding and preferences.<br>3.2. Identify and respond to any barriers in communication with vulnerable young people.  |
| 4. Be able to interact with young people who are vulnerable, in ways that empower both parties.       | 4.1. Apply communication skills to enable young people to make their own informed decisions, so that they can:<br>a) ask questions and seek clarification on any issues<br>b) find up to date information that supports their decision making.<br>4.2. Explain the value for young people of assessing risks in their own life context.<br>4.3. Explain the value of young people making their own decisions.<br>4.4. Explain the benefits of working with other staff and organisations when supporting vulnerable young people. |

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:   | The learner can:   |
| <p>5. Be able to assess the issues and risks of harm affecting vulnerable young people.</p> | <p>5.1. Assess which vulnerable young people are most at risk of harm, to include:</p> <ul style="list-style-type: none"> <li>• contributory factors</li> <li>• behavioural factors</li> <li>• potential indicators.</li> </ul> <p>5.2. Explain how and where to obtain information within own organisation and from other agencies about suspected abuse.</p> <p>5.3. Assess the level of support that can be given to young people:</p> <ol style="list-style-type: none"> <li>a) within own role and sphere of competence</li> <li>b) by referring to more specialised agencies.</li> </ol> <p>5.4. Distinguish between observation, facts and opinion obtained from others when assessing risks.</p> |

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|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Young People's Participation in Youth Work</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>J/506/9176</b>                                 |
| <b>Unit Level:</b>                   | <b>Three</b>                                      |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand young people's participation in a youth work setting.                   | 1.1. Explain how young people's participation relates to the principles of youth work.<br>1.2. Explain how young people's participation is supported by national standards.<br>1.3. Compare and contrast models of participation.<br>1.4. Explain the purposes of the United Nations Convention on the Rights of the Child (UNCRC).<br>1.5. Explain how Articles 12, 17 and 42 of the UNCRC support young people's participation in youth work. |
| 2. Understand how young people's participation is evidenced in youth work.            | 2.1. Evaluate examples of young people's participation in a youth work setting.<br>2.2. Evaluate barriers to participation within a youth work setting and present ways to overcome them.<br>2.3. Explain the consequences of not supporting young people's participation in relation to:<br>a) personal practice<br>b) youth service delivery.<br>2.4. Explain the impact of supporting young people's participation within youth work.        |
| 3. Be able to support and promote young people's participation in youth work.         | 3.1. Plan a project to support and promote young people's participation in a youth work setting.<br>3.2. Deliver a project to promote young people's participation in a youth work setting.<br>3.3. Evaluate the effectiveness a project to promote young people's participation in a youth work setting.   |
| 4. Be able to evaluate personal practice in relation to young people's participation. | 4.1. Evaluate personal youth work practice in relation to young people's participation.<br>4.2. Create a personal development plan to promote young people's participation.   |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Exploring Faith and Community Values within a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>L/506/9177</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>21</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand faith and community development in a youth work setting.   | 1.1. Describe what is meant by community, faith and inter-faith development work.<br>1.2. Explain how young people's faith may affect their participation in activities.<br>1.3. Describe the main approaches to youth work in faith and inter-faith contexts.<br>1.4. Evaluate how own values and beliefs inform personal practice.  |
| 2. Understand the importance of supporting the rights of all young people to participate and develop own values and beliefs. | 2.1. Explain how the United Nations Convention on the Rights of the Child (UNCRC) supports:<br>a) the development of young people's values and beliefs<br>b) faith-based youth work.<br>2.2. Explain the importance of young people's rights in supporting faith-based youth work provision.  |
| 3. Understand the values, practice and principles of community within a faith-based youth work setting.                      | 3.1. Assess the main values of work within a faith-based youth work setting.<br>3.2. Analyse why people get involved in community activities and the barriers to their participation.<br>3.3. Describe the issues around inclusion and exclusion within a faith community group and how the group can work more inclusively.<br>3.4. Assess youth work practice and principles within a faith community.  |
| 4. Know how to manage personal boundaries when working in a faith based context.   | 4.1. Describe what is meant by personal boundaries when working in a faith based context.<br>4.2. Explain the possible implications of not respecting boundaries in a faith youth work setting.<br>4.3. Identify ways to recognise if a person has difficulties in setting personal boundaries.<br>4.4. Discuss ways to support the development of personal boundaries.<br>4.5. Explain the processes for challenging individuals where personal boundaries have been breached. |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Managing Performance in a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>R/506/9178</b>                                   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>15</b>   |
| <b>Assessment Guidance</b>           | <b>N/A</b>  |

| <b>LEARNING OUTCOMES</b>                                       | <b>ASSESSMENT CRITERIA</b>   |
|--|--|
| <b>The learner will:</b>                                       | <b>The learner can:</b>  |
| 1. Understand the role, functions and processes of management. | 1.1. Assess theories and models of management.<br>1.2. Analyse a manager's responsibilities for planning, coordinating and controlling work.<br>1.3. Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives.  |
| 2. Understand the role of management in a youth work setting.  | 2.1. Identify the role of management in a youth work setting.<br>2.2. Explain the importance of effective decision-making in planning youth work programme.<br>2.3. Identify information required to make decisions that take into account business objectives, values and policies.<br>2.4. Explain how one model of management could be used to guide a manager's actions.                         |
| 3. Understand performance management in a youth work setting.  | 3.1. Explain the difference between outcomes and outputs.<br>3.2. Explain the relationship between business objectives and performance management.<br>3.3. Describe performance management techniques suitable for a youth work setting.<br>3.4. Explain the features of a performance management system.<br>3.5. Describe the use of management information and accounts in performance management. |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Managing a Budget within a Youth Work Setting</b>   |
| <b>Ofqual Unit Reference Number:</b> | <b>Y/506/9179</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>2</b>   |
| <b>GLH:</b>                          | <b>12</b>  |
| <b>Assessment Guidance</b>           | <b>The delivery of the unit needs to be linked to youth work environments, in line with NOS Youth Work requirements. The assessment must be by a suitably qualified assessor with recent experience within a youth work setting.</b> |

| <b>LEARNING OUTCOMES</b>                              | <b>ASSESSMENT CRITERIA</b>   |
|---|--|
| <b>The learner will:</b>                              | <b>The learner can:</b>  |
| 1. Understand how to identify budgetary requirements. | 1.1. Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve a realistic budget.<br>1.2. Describe the components of a budget sheet.<br>1.3. Define the elements needed to gain stakeholder support for the budget.   |
| 2. Be able to set a budget.                           | 2.1. Describe the importance of budget setting in a youth work setting.<br>2.2. Analyse information that enables realistic budgets to be set.<br>2.3. Perform a risk assessment and create a contingency plan.<br>2.4. Assess organisational policies and procedures relating to budget setting.<br>2.5. Develop a feedback mechanism against the budget for fund holders in order that they can track own progress. |
| 3. Be able to manage a budget.                        | 3.1. Apply budget monitoring and control techniques.<br>3.2. Identify causes of variations on the budget.<br>3.3. Propose realistic revisions to be made to the budget, supporting recommendations with evidence.<br>3.4. Carry out budget related reports and information within agreed timescales.<br>3.5. Explain the actions to be taken in the event of suspected instances of fraud, malpractice of money.     |
| 4. Be able to evaluate the use of a budget.           | 4.1. Undertake a SWOT analysis in terms of what has worked and what are areas for improvement.<br>4.2. Evaluate own role and responsibility in terms of what has worked and areas for improvement.<br>4.3. Evaluate the effectiveness of the budget setting process and make recommendations.<br>4.4. Evaluate with fund holder the effectiveness of the reports data used to monitor key milestones in funded work. |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Effective Outcomes-Based Youth Work</b>   |
| <b>Ofqual Unit Reference Number:</b> | <b>L/506/9180</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>2</b>   |
| <b>GLH:</b>                          | <b>12</b>  |
| <b>Assessment Guidance</b>           | <b>The delivery of the unit needs to be linked to youth work environments, in line with NOS Youth Work requirements. The assessment must be by a suitably qualified assessor with recent experience within a youth work setting.</b> |

| <b>LEARNING OUTCOMES</b>  | <b>ASSESSMENT CRITERIA</b>  |
|---|---|
| <b>The learner will:</b>  | <b>The learner can:</b>   |
| 1. Understand the principles of outcomes-based youth work.                              | 1.1. Explain the principles of outcomes-based youth work and how it relates to youth work practice.<br>1.2. Analyse how outcomes-based practice can result in positive changes in individuals' lives.   |
| 2. Understand the importance of identifying outcomes for youth work.                    | 2.1. Explain the importance of identifying outcomes for youth work.<br>2.2. Compare and contrast the different levels and types of outcomes and their impact on young people, key stakeholders and the local community.   |
| 3. Be able to develop an outcomes-based youth work programme.                           | 3.1. Develop an outcomes-based youth work programme for young people to include:<br>a) research<br>b) policy<br>c) objectives<br>d) short, medium and long term outcomes<br>e) monitoring and improvements<br>f) evaluation.                                      |
| 4. Know how to communicate effectively the outcomes of a programme to key stakeholders. | 4.1. Explain different methods of communicating outcomes to key stakeholders.<br>4.2. Explain how to present outcomes to key stakeholders using different communication methods.<br>4.3. Evaluate the most effective approach to communication with stakeholders. |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Anti-Discriminatory Practice in Youth Work</b>   |
| <b>Ofqual Unit Reference Number:</b> | <b>H/506/9217</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>3</b>  |
| <b>GLH:</b>                          | <b>20</b>   |
| <b>Assessment Guidance</b>           | <b>The unit needs to be linked to a youth work context in line with NOS for Youth Work requirements. The assessor must be suitably qualified and experienced as a youth worker and assessor with recent practical experience within a youth work environment.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand anti-discriminatory practice in youth work.                      | 1.1. Define what is meant by anti-discriminatory practice.<br>1.2. Explain how anti-discriminatory practice relates to the principles of youth work.<br>1.3. Explain the principles of anti-discriminatory practice.<br>1.4. Describe the current legislation that relates to anti-discriminatory practice.<br>1.5. Explain what is meant by protected characteristics groups.  |
| 2. Understand how anti-discriminatory practice impacts on youth work delivery. | 2.1. Evaluate a youth work environment in relation to anti-discriminatory practice.<br>2.2. Explain the consequences of not meeting the protected characteristics of a group in relation to: <ul style="list-style-type: none"> <li>- personal practice.</li> <li>- youth service delivery.</li> </ul> 2.3. Explain how the needs of protected characteristics groups can be met: <ul style="list-style-type: none"> <li>- through personal practice</li> <li>- within the youth work environment.</li> </ul> |

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| <p>3. Understand prejudice and discrimination.</p>  | <p>3.1. Explain the meaning of the following terms:</p> <ul style="list-style-type: none"> <li>- prejudice</li> <li>- stereotyping</li> <li>- stigma</li> <li>- labelling</li> <li>- discrimination</li> <li>- equality</li> <li>- diversity.</li> </ul> <p>3.2. Critically compare the differences between prejudice and discrimination.</p> <p>3.3. Explain the following types of discrimination:</p> <ul style="list-style-type: none"> <li>- direct discrimination</li> <li>- indirect discrimination</li> <li>- discrimination by association</li> <li>- perception discrimination</li> <li>- harassment</li> <li>- third party harassment</li> <li>- victimisation.</li> </ul> |
| <p>4. Understand how anti-discriminatory practice impacts on youth work delivery.</p>               | <p>4.1. Explain the possible consequences of not meeting the protected characteristics of a group in relation to:</p> <ul style="list-style-type: none"> <li>- personal practice</li> <li>- youth service delivery.</li> </ul> <p>4.2. Explain how the needs of protected characteristic groups can be met:</p> <ul style="list-style-type: none"> <li>- through personal practice</li> <li>- within the youth work environment.</li> </ul>   |
| <p>5. Understand how to evaluate personal practice in relation to anti-discriminatory practice.</p> | <p>5.1. Evaluate personal youth work practice in relation to anti-discriminatory practice.</p> <p>5.2. Create a development plan in relation to anti-discriminatory practice.</p>   |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Title:</b>                   | <b>Supervision in the Youth Work Context</b>              |
| <b>Ofqual Unit Reference Number:</b> | <b>K/506/9235</b>   |
| <b>Unit Level:</b>                   | <b>Three</b>  |
| <b>Unit Credit Value:</b>            | <b>4</b>  |
| <b>GLH:</b>                          | <b>25</b>   |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b> |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the range of roles and functions of supervision.                         | 1.1. Analyse the key roles of supervision in supporting youth workers.<br>1.2. Explain the functions of supervision.  |
| 2. Understand organisational arrangements for providing supervision.                   | 2.1. Justify the key requirements of a model arrangement for supervision.<br>2.2. Explain the arrangements for supervision within own organisation.<br>2.3. Review the effectiveness of supervision arrangements used in own organisation.  |
| 3. Understand the requirements for a successful supervision environment.               | 3.1. Explain the importance of establishing an effective relationship at the start of supervision.<br>3.2. Summarise key communication skills used in supervision.<br>3.3. Explain professional boundaries required for supervision.<br>3.4. Summarise the record-keeping required for best practice. |
| 4. Understand the importance of reflective practice and its application to youth work. | 4.1. Explain the importance of developing own reflective practice.<br>4.2. Evaluate the application of reflective practice to youth work.   |
| 5. Be able to undertake a supervision session in the supervisor role.                  | 5.1. Apply own supervision skills to a one-to-one supervision session.<br>5.2. Evaluate own supervision session by reflecting on own performance.<br>5.3. Identify areas of own development in supervision skills.  |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Supporting Young People with Disabilities and Additional Learning Needs within a Youth Work Setting</b> |
| <b>Ofqual Unit Reference Number:</b> | <b>L/506/9423</b>  |
| <b>Unit Level:</b>                   | <b>Three</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>20</b>  |
| <b>Assessment Guidance</b>           | <b>Assessment information is available for this unit.</b>  |

| <b>LEARNING OUTCOMES</b>   | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Know the rights of young people with disabilities and those with additional learning needs.             | 1.1. Describe the legal entitlements of young people with disabilities and those with additional learning needs.<br>1.2. Describe the assessment and intervention frameworks for young people with disabilities and those with additional learning needs.<br>1.3. Describe the purpose of individual plans for young people with disabilities and those with additional learning needs.<br>1.4. Explain the principles of working inclusively with young people with disabilities and those with additional learning needs.   |
| 2. Understand the needs of young people with disabilities and/or additional learning needs.                | 2.1. Explain the relationship between disability and additional learning needs.<br>2.2. Describe the nature of the particular disabilities and /or additional learning needs of young people with whom they work.<br>2.3. Describe the reasonable adjustments required by young people within the youth work setting.<br>2.4. Explain young people's own role in deciding their needs.<br>2.5. Explain the partnership benefits of working with parents and carers in supporting young people.                                |
| 3. Be able to contribute to the inclusion of young people with disabilities and additional learning needs. | 3.1. Describe the individual needs, capabilities and interests of young people with disabilities and those with additional learning needs with whom they work.<br>3.2. Evaluate barriers to participation for young people with disabilities and those with additional learning needs within the youth work setting.<br>3.3. Work with young people and others to remove barriers to participation.<br>3.4. Use inclusive practices in own work with young people with disabilities and those with additional learning needs. |

| LEARNING OUTCOMES  | ASSESSMENT CRITERIA  |
|--|--|
| The learner will:  | The learner can:   |
| <p>4. Be able to support young people with disabilities and those with additional learning needs to participate in the full range of activities and experiences.</p> | <p>4.1. Identify adaptations that can be made to support young people with disabilities and those with additional learning needs in a youth work setting.</p> <p>4.2. Describe how to support the equality of opportunity for young people with disabilities and those with additional learning needs within a youth work setting.</p> <p>4.3. Work in partnership with young people and others to review and improve activities and experiences provided for young people with disabilities and those with additional learning needs.</p> |

|                                      |  |
|--------------------------------------|--|
| <b>Unit Title:</b>                   | <b>Employment Rights and Responsibilities</b>  |
| <b>Ofqual Unit Reference Number:</b> | <b>L/504/6160</b>  |
| <b>Unit Level:</b>                   | <b>Two</b>   |
| <b>Unit Credit Value:</b>            | <b>3</b>   |
| <b>GLH:</b>                          | <b>24</b>  |
| <b>Assessment Guidance</b>           | <p>Where plural statements are included a minimum of 2 is expected unless otherwise stated.</p> <p><b>2.1 To cover apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, other relevant equalities legislation and Health &amp; Safety legislation, together with the responsibilities and duties of employers.</b></p> <p><b>2.2 At least two changes covering a named time period.</b></p> <p><b>2.3 This can be related to areas such as technology, centralisation of tasks etc.</b></p> |

| <b>LEARNING OUTCOMES</b>                                 | <b>ASSESSMENT CRITERIA</b>  |
|--|---|
| <b>The learner will:</b>                                 | <b>The learner can:</b>   |
| 1. Understand the terms 'rights' and 'responsibilities'. | 1.1. Differentiate between 'rights' and 'responsibilities'.   |
| 2. Know organisational structure and changes.            | 2.1. Outline your organisation. Include at least: <ul style="list-style-type: none"> <li>• Organisation structure</li> <li>• Organisation values</li> <li>• Organisation marketplace</li> <li>• Organisation approaches to career development and training.</li> </ul> 2.2. Outline the main changes that have taken place in the organisations area of business.<br>2.3. Describe how the changes in 2.2 have affected individuals' working practice.  |
| 3. Know employment responsibilities and rights.          | 3.1. Illustrate a range of employer and employee statutory responsibilities and rights under employment law. Include at least: <ul style="list-style-type: none"> <li>• Contracts of employment</li> <li>• Anti-discrimination legislation</li> <li>• Age discrimination</li> <li>• Disability discrimination</li> <li>• Working hours, rest breaks and holiday entitlements</li> <li>• Absence and sickness</li> <li>• Data protection and personal information access</li> <li>• Sector representations.</li> </ul> 3.2. Describe the health and safety legal requirements relevant to the organisation.<br>3.3. Outline the implications of health and safety legal requirements for own job role. |

| LEARNING OUTCOMES                                   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:                                   | The learner can:  |
| 4. Understand documents relevant to own employment. | 4.1. Describe the main terms and conditions of a contract of employment.<br>4.2. Outline the contents and purpose of a job description.<br>4.3. Describe the types of information held on personnel records.<br>4.4. Illustrate how to update information held on personnel records.<br>4.5. Interpret the information shown on a pay slip or other statement of earnings.  |
| 5. Know key employment procedures at work.          | 5.1. Describe the procedures to follow if someone needs to take time off.<br>5.2. Describe the procedures to follow if there is a grievance.<br>5.3. Describe the procedures to follow if there is evidence of discrimination or bullying.<br>5.4. Identify sources of information and advice on employment issues: <ul style="list-style-type: none"> <li>• Internal to their organisation</li> <li>• External to their organisation.</li> </ul> |

## Assessment and Evidence

The NOCN Level 3 Certificate and Diploma in Youth Work Practice are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 3 Certificate and Diploma in Youth Work Practice are vocationally based qualifications and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a Youth Worker job role.

The centre must ensure that the assessment activities are:

**Valid** The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

**Sufficient** The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

**Reliable** Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

**Authentic** Evidence presented must be the learner's own work.

## Fair and Equitable Assessment

Assessment within the NOCN Level 3 Certificate and Diploma in Youth Work Practice is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

## Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the NOCN Reasonable Adjustments Policy and Procedure found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) for further details.

## **Recognised Prior Learning**

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

## **Functional Skills**

These qualifications could contribute towards the learning for Functional Skills in the following areas:

### English

- Speaking, listening and communication – could be demonstrated through engaging with young people, team work, practical work, e.g. following and giving instructions.
- Reading - demonstrated when following written instruction, reports, posters.
- Writing – could be demonstrated through written reports, assignments.

ICT - could be demonstrated through the use of IT to prepare assignments, reports, presentations etc

Mathematics - Development of mathematics skills can be demonstrated through practical exercises such as calculation of areas, measuring and weighing, working out costs or expenses.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)

### **Assessment and Evidence for the units**

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

[http://www.nocn.org.uk/qualifications\\_and\\_units/additional\\_qualification\\_documents](http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents).

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

## Appendix 1 - Resource suggestions

### Film footage and reports

#### Acts of Parliament

eg Health and Safety at Work Act 1974

#### National guidance documents

#### Visits to appropriate venues

#### Expert speakers

eg Safety Officers

*Note: this is not an exhaustive list*



## Appendix 2 - Feedback Sheet

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|-----------------------|
| <b>Feedback Sheet</b> |
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|                                 |
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| <p>Tutor/Assessor Comments:</p> |
|---------------------------------|

|                          |
|--------------------------|
| <p>Learner comments:</p> |
|--------------------------|

|                             |              |
|-----------------------------|--------------|
| <p>Tutor/assessor sign:</p> | <p>Date:</p> |
|-----------------------------|--------------|

|                      |              |
|----------------------|--------------|
| <p>Learner sign:</p> | <p>Date:</p> |
|----------------------|--------------|



Level 3 Certificate in Youth Work Practice  
Level 3 Diploma in Youth Work Practice

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