



Qualification Specification



1 Qualification summary

Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in Youth Support Work (Diploma)
Ofqual qualification number (QN)	610/6209/1
Guided learning hours (GLH)	Total 292 (includes a minimum of 80 work/placement hours)
Total qualification time (TQT)	390
Credit value	39
Minimum age	16
Qualification purpose	<p>This qualification is designed for learners who want to work with young people aged between 11 and 25 in a range of settings as a youth support worker, providing them with the knowledge and skills necessary to excel in this field and make a positive impact on the lives of young people.</p> <p>By achieving this qualification, learners will gain knowledge and skills enabling them to make a meaningful difference in the lives of young people, whether seeking to enter the field of youth work or aiming to further develop their expertise.</p> <p>This qualification meets the required standard for professional formation of Youth Support Work learners as recognised by the Joint Negotiating Committee (JNC).</p> <p>This qualification has been developed in collaboration with the National Youth Agency (NYA), the professional, statutory and regulatory body for youth work in England. The qualification has also been endorsed by the NYA and the Education and Training Standards (ETS) committee. The ETS committee is a sub-committee of the NYA, responsible for setting the assessment standards and required content for Youth Support Worker qualifications at levels 2 and 3 in England.</p> <p>This qualification maps to the knowledge, skills and behaviours (KSBs) within the Youth Support Worker occupational standard ST0906 in England.</p>
Rules of combination	To be awarded this qualification, learners are required to successfully achieve 39 credits from the 9 mandatory units
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence



Work/industry placement experience	Learners will need to be working, volunteering or on practical placement, as they need to show competence in both knowledge and skills. The total number of mandatory work/industry placement hours is a minimum of 80 hours.
Occupational standards	This qualification is mapped against the following occupational standard: ST0906: Youth Support Worker, Level 3, V1.0.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/6209/1.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of the dynamics and methodologies of youth work
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- develop new knowledge and skills required when working in youth work
- understand the needs of young people aged 11 to 25, specifically those accessing youth support work services

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners who want to work in a supporting role in a range of settings with young people aged 11 to 25 to promote their personal, social and educational development.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills or knowledge a learner must have for this qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.



Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **39 credits** from the **9 mandatory units**. Please refer to the list of units in appendix A or the unit/summaries in section 2 for further information.

To achieve this qualification, learners must provide evidence for all the assessment criteria (AC) in a unit, covering a minimum of the content within each assessment criteria (AC) and the range provided, to be able to demonstrate that they have passed the unit. We support centres with a range of training options, including support visits, training designed around your needs which can be accessed here: [Training | NCFE | NCFE](#).

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Age range covered by the qualification

This qualification covers children and young people between the ages of 11 and 25 years in a youth work setting.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
 - youth support worker
 - youth mentor
 - project worker
 - youth club leader
 - youth development officer
 - participation worker
 - part-time youth leader
 - deputy leader
- further education:
 - working with young people
 - youth work
- higher education
 - youth work
 - youth and community
 - social work degree
 - other disciplines relevant to children and young people



Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Staffing requirements

Staff delivering the mandatory units L3YW 2 Principles of youth work (L/651/7356) and L3YW 8 Work-based practice in youth work (H/651/7362) must hold a relevant youth work qualification recognised by the Joint Negotiating Committee (JNC) of the National Youth Agency (NYA). Staff must be able to evidence continued professional development, including fieldwork activities within the last three years. Those involved in the teaching and learning of other units must be qualified and experienced in a relevant discipline. Staff should also have a thorough understanding of the occupational standard for ST0906 Youth Support Worker.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate a real work setting.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions



The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

Work/practical experience

This qualification requires learners to be working, volunteering or on practical placement, as they need to show competence in both knowledge and skills throughout the duration of the qualification before certification.

The diverse environments and employment settings identified below are conducive to youth support work as defined in the youth support worker occupational standard. Learners may find work placement opportunities in the following settings:

- Youth centres
- outreach youth work
- voluntary sector youth organisations such as, YMCA, The Kings Trust, Benardo's, youth clubs
- Youth justice settings such as a youth offending team
- Alternative education providers including outdoor activity centres
- Projects supporting Not in Education, Employment or training (NEET) young people

The broad purpose of the occupation is to work in a supporting role with young people aged 11-25 (predominantly in the age range of 11-19) to promote their personal, social and educational development. Youth support work provides a holistically supportive, positive professional relationship with young people, ensuring the relationship is routed in young people's own journey and led by them.

This is not an exhaustive list and in adherence with the standard this occupation is found in informal settings such as youth clubs, activity-based projects and social action projects; or more formal settings such as schools, Early Help or youth offending and in local authority, charity, private or voluntary organisations. Youth support workers may work in more specialist settings such as schools, alternative education provisions, hospitals, youth justice environments or within the social care system. Placements spanning across these areas would be beneficial.

Centres are responsible for the suitability of work placements; the youth support worker occupational standard should be referred to when assessing the suitability of the placement/s.

Use of simulation

A learner's portfolio of evidence may only include simulation of skills where skills can't be observed in the workplace. Simulation should reflect as closely as possible to a scenario in a real work environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.



Exceptionally, use of simulation is permitted under a number of circumstances to assess competence:

- where a unit is primarily based on underpinning knowledge but can be contextualised to the workplace within a competency qualification
- where a lack of opportunity for workplace assessment may be a barrier to a learner accessing or achieving the qualification.
- where specific adjustments for a given learner prevent access to the workplace or to activities designed to assess learning
- where there may be issues of confidentiality / safeguarding

Where simulation is used, it must be designed to ensure that:

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

For this qualification, skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

Units L3YW 7 Group work within a youth work setting and L3YW 8 Work-based practice in youth work cannot be assessed via simulation.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

This qualification maps to the knowledge, skills and behaviours (KSBs) within the ST0906 Youth Support Worker occupational standard.

Learners must be successful in this component to gain the Level 3 Technical Occupational Entry in Youth Support Work (Diploma).

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.



Internal assessment

We have created sample tasks to cover some of the internally assessed mandatory units, within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge LOs and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of recommended assessment methods are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Resubmissions – internally set and internally marked assessment (not yet achieved/ achieved)

Learners will have one resubmission opportunity for each internal assessment. The resubmission could be used:

- as an opportunity to meet the achieved criteria, where a learner has not achieved the minimum level of performance.

For the resubmission, the learner may amend and/ or complete further work on the same assessment and resubmit this evidence. To ensure fairness, resubmissions must be authorised by the qualification quality assurance person at the centre. The revised additional learner evidence must be completed and submitted, within 15 working days, following assessor feedback, within the assessment window timeframe set by the Centre. Feedback to learners can only be given to clarify areas where they have not achieved a minimum or expected level of performance. Learners cannot receive any guidance on how to improve work to meet the assessment criteria. It is the centre's responsibility to keep the evidence of the learner's original and revised work submitted, and records of the initial grade, assessor feedback, and final outcome, for external quality assurance purposes.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



L3YW 1 Young people's development (K/651/7355)



Unit summary				
This unit outlines knowledge relating to young people's development and how youth work can support young people during adolescence.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how young people develop during adolescence	1.1 Define adolescence
	1.2 Explain social and cultural theories which relate to adolescent development
	1.3 Outline how adolescent development impacts on young people's lives
2. Understand how knowledge of adolescence impacts on youth work	2.1 Identify how knowledge of adolescent development benefits youth work and young people
	2.2 Identify ways to encourage young people to explore their values and beliefs
	2.3 Explain how changes during adolescence could affect the professional relationship between the youth support worker and the young person
	2.4 Outline how changes during adolescence affect young people's behaviour and lead to stereotypes
	2.5 Explain how to challenge stereotypes impacting on young people
3. Know where young people can get support during adolescence	3.1 Explain how youth support workers can support young people during adolescence
	3.2 Identify agencies that can support young people that may face difficulties during adolescence

Range
<p>1. Understand how young people develop during adolescence</p> <p>1.2 Cultural theories</p> <p>Learners must explain two social and cultural theories of adolescent development. These may include theories from the following or other accepted theories from the learners' own research:</p> <ul style="list-style-type: none"> • Stanley Hall • Sigmund Freud • Anna Freud • Erik Erikson • Kurt Lewin • Jean Piaget • Lawrence Kohlberg • James Marcia • Alison Davis



Range

2. Understand how knowledge of adolescence impacts on youth work

2.2 Ways

Learners must be able to identify a range of ways to encourage young people to explore their values and beliefs which might include:

- fairness and acceptance towards others
- justice and promotion of justice
- equality and inclusion

2.5 Challenge stereotypes

This could include directly challenging comments, attitudes or situations relating to young people.

Learners could also explore alternative ways to appropriately challenge oppressive or discriminatory attitudes towards young people including:

- empowering young people to actively and positively challenge comments
- promoting the value of youth work and young people's contribution to the local community
- celebrating young people's achievements
- using social media to promote young people
- social action projects

3. Know where young people can get support during adolescence

3.1 Support young people during adolescence

Learners must provide evidence from their own youth work practice and wider experience of how they have supported young people during adolescence. This may include:

- wellbeing/healthy lifestyle activities/projects
- empowering young people to understand what is happening to them physically, emotionally and cognitively
- advocating on behalf of young people
- supporting young people to identify risk factors

3.2 Agencies

Learners must be able to identify local and national organisations that can support young people and ways to work with them. Agencies could include:

- statutory
- voluntary
- online provision

Delivery and assessment guidance

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.



Delivery and assessment guidance

LO1

1.1 Learners should research and reference a definition of adolescence.

1.3 Learners must provide evidence that they can use their preferred theories and youth work experience to outline how adolescent development has impacted on the lives of young people they work with. This can include reference to behaviour, cognitive development, sexual identity, relationships, peer influence, physical changes and risk taking.

LO2

2.1 Learners must be able to identify from their own youth work practice and their understanding of two social and cultural theories of adolescent development when and how that knowledge has been of benefit to youth work and young people in general.

2.3 Learners must identify and explain from their own youth work practice how the changes that occur during adolescence can affect their relationship with young people.

2.4 Learners must be able to evidence that they understand what is meant by stereotypes and outline the range of stereotypes that are often attributed to young people.

LO3

3.2 Learners must identify the services on offer, how to access the agencies, their details, and referral processes.



L3YW 2 Principles of youth work (L/651/7356)



Unit summary				
This unit outlines the knowledge and skills underpinning youth work.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the key purpose and role of youth work	1.1 Explain the key purpose of youth work
	1.2 Identify current national and local policies and guidance and how these impact youth work socially, environmentally, economically and politically
	1.3 Outline current legislation that informs youth work
	1.4 Explain own organisation's purpose and policies
2. Understand key principles of youth work	2.1 Explain the following principles for youth work: <ul style="list-style-type: none"> • active participation and empowerment of young people • voluntary engagement by young people • informal education • equality, diversity and inclusion • professional codes of conduct
3. Understand the role of youth work in the young person's local community	3.1 Explain different types of communities
	3.2 Explain how the local community affects young people's lives
	3.3 Outline how youth work impacts on the young person's local community
4. Understand different contexts and models of professional youth work delivery	4.1 Identify different contexts where youth work could operate within young people's communities and wider society, including social and political perspectives
	4.2 Explain different models of youth work delivery, taking into account different places and spaces and how approaches might differ dependent on context, environment and/or young person
5. Understand the skills, knowledge, qualities and values required to practise as a youth support worker	5.1 Describe the skills, knowledge, qualities and values of an effective youth support worker
	5.2 Outline how professional boundaries are important to engaging with young people and with own team
	5.3 Outline how anti-discriminatory practice can impact youth work practice
6. Understand own skills, knowledge, qualities and values required to practise youth support work	6.1 Assess personal skills, knowledge, qualities and values required for youth work practice
	6.2 Identify the impact own prejudice and values could have when engaging with young people
	6.3 Identify the professional behaviour boundaries of own role within youth work practice in relation to young people and colleagues
	6.4 Develop a personal development plan to address own areas for improvement



Range
1. Understand the key purpose and role of youth work
1.2 Policies and guidance Learners must be able to identify policies and guidance specific to their locality and how these impact on the lives of young people. Learners should look at including: <ul style="list-style-type: none"> • local authority • voluntary sector • national government
3. Understand the role of youth work in the young person's local community
3.1 Communities Examples could include: <ul style="list-style-type: none"> • community of interest • geographical community • community of common purpose • faith • friends • sports/leisure • digital communities
4. Understand different contexts and models of professional youth work delivery
4.1 Contexts Could include: <ul style="list-style-type: none"> • Local Authority (LA) • schools/academies • voluntary/third sector • uniformed organisations • hospitals/health provision • faith-based • outdoor education • National Citizen Service (NCS) • The King's Trust (The Prince's Trust) • secure estates • UK Youth Parliament 4.2 Places and spaces Range of delivery points could include: <ul style="list-style-type: none"> • universal services <ul style="list-style-type: none"> ○ centre-based ○ open-access • targeted provision



Range

- detached and outreach work
- outdoor education
- residential work
- hospital youth work
- sports
- creative provision
 - the arts
 - music
 - drama
- digital projects
- youth forums/parliament

5. Understand the skills, knowledge, qualities and values required to practise as a youth support worker

5.1 skills, knowledge, qualities and values:

Skills, knowledge, qualities and values can include:

- empathy and the ability to build trusting relationships with young people
- strong communication skills
- ability to deal with unexpected issues/problems
- respect for young people
- awareness of community and how it impacts on young people
- understanding of adolescent development
- group work skills and knowledge
- understanding how young people learn
- organisational skills
- ability to stay calm
- ability to relate to young people from a range of backgrounds
- patience, tolerance and compassion
- awareness of appropriate legislation and policies/procedures
- safeguarding knowledge
- understanding needs-based youth work
- interpersonal skills
- ability to work in partnership
- being a reflective practitioner
- non-judgmental
- willingness to undertake continuing professional development (CPD)

Learners should also refer to the knowledge, skills and behaviours (KSBs) within the youth support worker occupational standard.



Delivery and assessment guidance

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.1 The National Youth Agency (NYA) definition of the purpose of youth work is:

Youth work is a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development. Therefore, the learner should be able to:

- explore their values, beliefs, ideas and issues
- enable them to develop and express their voice, influence and place in society
- acquire a set of practical or technical skills and competencies, to realise their full potential
- facilitate young people's learning and development

Learners should refer specifically to Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) in youth work settings.

1.2 Learners must be able to identify how these policies and guidance impact youth work socially, environmentally, economically and politically, giving at least one example of each.

Trainers/assessors are advised to research current national policies as they are subject to change.

1.3 Current key national legislation and local policies that drive youth work provision in UK nations may differ and are subject to change. Trainers/assessors are advised to ensure they keep up to date with legislation changes.

The statutory guidance underpinning the provision of youth services is set out in the Education Act 1996. The provision places a duty on local authorities, 'so far as is reasonably practicable', to secure access for all qualifying young people to a sufficient quantity of 'youth services', namely a sufficient quantity of:

- educational leisure-time activities which are for the improvement of their wellbeing and sufficient facilities for such activities
- recreational leisure-time activities which are for the improvement of their wellbeing, and sufficient facilities for such activities (page 4, section 7 of [Statutory guidance for local authorities](#))

1.4 Learners must be able to explain their organisational policies/procedures and the purpose/mission statement; identify where they are stored, how to access them and explain their roles and responsibilities within them.

LO2

2.1 Explain the following principles for youth work:



Delivery and assessment guidance

- how to increase active participation and empowerment of young people – starting where young people are at, needs-based provision identified by young people and youth support workers. Active participation of young people in the delivery, leading and evaluation/reflection of positive activities. Acquisition of new skills and empowerment, promoting and increasing the voice of young people in their own community, enabling young people to express their views
- voluntary engagement by young people – establishment of trusting relationships between young people and youth workers built on mutual respect, where young people chose to take part
- informal education – youth work takes place in a wide range of settings with individuals and groups of young people, acquisition of new skills, young people encouraged to reflect on their learning
- equality, diversity and inclusion – principles of anti-oppressive practice, legislation underpinning equality, organisational policies
- professional Codes of Conduct – learners must be able to describe their organisations' Code of Conduct/professional boundaries and how they impact on their youth work

Learners must be aware of

- Youth Work Wales: Principles and Purposes 2018
- All Party Parliamentary Group (APPG) on Youth Affairs 2019
- National Occupational Standards for Youth Work 2020
- National Youth Work Curriculum 2020
- Youth Support Worker Occupational Standard
- Article 12 of the UNCRC in youth work settings

LO3

3.2 and 3.3 Learners must explain/explore the community around the youth provision – this could be done as an activity with young people:

What facilities are there for young people? For example:

- leisure centres
- schools
- skate parks
- health services
- cinemas
- other youth groups
 - uniformed
 - faith
 - voluntary organisations
 - local authority provision

Is it urban, rural?

- comment on housing
 - social housing



Delivery and assessment guidance

- mixed
- where young people meet
 - parks
 - shops
 - youth shelters

Understand how the findings inform the youth worker about the needs of young people from the community.

Present findings in an appropriate way.

LO5

5.2 Learners must be able to outline why professional boundaries are important in their role as a youth support worker and relate them to their professional experience. They should refer to own organisational policies.

5.3 Learners must be able to define anti-discriminatory practice in a youth work context.

Learners must include the following:

- core values and principles of youth work
- National Occupational Standards for Youth Work 2020
- Equality Act 2010
- organisational policies
- Institute for Youth Work Code of Ethics

LO6

6.1 Learners must be supported to reflect on and assess their own skills, knowledge, qualities and values and identify areas for development – this could be demonstrated in a range of ways including the use of supervision/appraisal records.

6.2 Learners must be able to understand how their own prejudices and values have been shaped/developed, for example:

- community
- family
- faith
- school
- culture
- experiences

They should be able to understand how these prejudices and values can impact on their youth work practice and give examples. They should be aware of unconscious bias and how it may affect their youth work practice.



Delivery and assessment guidance

6.3 Learners must be able to clearly identify the range of professional behaviour boundaries they have when working with young people and their fellow youth work practitioners.

Learners must refer to own organisational policies.

6.4 Identify areas for development and record on a personal development plan:

- what action is needed
- who can offer support
- target dates/timeframe

DRAFT



L3YW 3 Safeguarding in a youth work setting (M/651/7357)

Unit summary				
This unit outlines knowledge and skills relating to the safeguarding of young people and vulnerable adults up to the age of 25 in a youth work setting. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	25 GLH (includes 3 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people and vulnerable adults	1.1 Define the terms 'child protection' and 'safeguarding'
	1.2 Outline current safeguarding legislation, guidelines, policies and procedures relevant to own organisation
	1.3 Outline how own organisation's child protection policies and procedures create a safe environment that benefits young people and vulnerable adults
	1.4 Describe how own organisation's child protection and safeguarding policies and procedures influence own practice
	1.5 Describe the boundaries of confidentiality when working with young people and vulnerable adults and how this could affect their rights
2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings	2.1 Identify a range of child protection and safeguarding multi-agency partnerships
	2.2 Describe forms of abuse including their characteristics and how to recognise them
	2.3 Describe forms of exploitation including their characteristics and how to recognise them
	2.4 Identify own organisation's safeguarding officer in relation to reporting child protection issues
	2.5 Identify own organisation's policies and procedures for keeping staff and volunteers safe
	2.6 Outline individual responsibility in terms of what actions should be taken when indicators for abuse and exploitation are recognised
3. Understand how youth work can help protect young people and vulnerable adults	3.1 Describe how youth work can protect and support young people
	3.2 Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures
	3.3 Outline ways to support and empower young people and vulnerable adults to manage personal risk
	3.4 Outline the challenges when implementing safeguarding procedures in a youth work setting
4. Be able to assess risk in a youth work setting	4.1 Describe a health and safety risk assessment benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.2 Develop health and safety risk assessment benefit analysis of work areas including off-site visits
	4.3 Record all health and safety risks in a group work environment and take the correct actions to ensure the safety of all young people in line with own organisation's policies and procedures
5. Understand how to safeguard young people when using technologies	5.1 Describe professional obligations regarding administration, recording and management of data
	5.2 Describe the importance of an organisation-wide approach to using social media and other technologies safely
	5.3 Outline how youth work can raise awareness around potential harm related to using technologies

Range
<p>1. Know about the importance of safeguarding policies and procedures in providing a safe environment for young people and vulnerable adults</p> <p>1.3 Vulnerable adults</p> <p>The term vulnerable adults relates to vulnerable people up to the age of 25.</p>
<p>2. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings</p> <p>2.1 Learners must be able to identify a range of multi-agency partnerships both locally and nationally that can offer support. May include statutory and voluntary sector agencies and organisations, for example:</p> <ul style="list-style-type: none"> • children's services • police • National Society for the Prevention of Cruelty to Children (NSPCC) • ChildLine • domestic abuse forums <p>2.2 Forms of abuse</p> <p>Learners must be able to describe the meaning and characteristics of at least five of the following:</p> <ul style="list-style-type: none"> • physical abuse • emotional abuse • sexual abuse • neglect • financial abuse • coercive control • online abuse • female genital mutilation (FGM) <p>Learners also need to describe signs and symptoms for recognising if each of the forms of abuse described is being perpetrated.</p>



Range

2.3 Exploitation

Could include:

- sexual exploitation
- criminal exploitation and gangs
- domestic servitude
- forced marriage
- forced work

Learners also need to describe signs and symptoms for recognising if each form of exploitation described is being perpetrated.

3. Understand how youth work can help protect young people and vulnerable adults

3.1 Protect and support

Could include:

- provision of a safe environment
- activities based on the identified needs of young people
- trained and reflective youth workers
- empowering young people to recognise risky behaviour
- partnership working
- supporting young people to access further specialist help when needed
- confidentiality and data protection

3.4 Challenges

Could include:

- information sharing
- key personnel not being available when a disclosure is made
- need to update safeguarding training to ensure all staff/volunteers are aware of current practice

4. Be able to assess risk in a youth work setting

4.2 Risk assessment

Could include:

- legal requirement
- reduction of potential hazards
- keeping young people and colleagues safe
- duty of care
- safe use of facilities and equipment
- encouraging young people to be aware of their own safety and possible risks

5. Understand how to safeguard young people when using technologies

5.3 Technologies



Range

Could include:

- specific projects/activities
- awareness of misuse of technology, including cyber bullying and online exploitation/grooming and radicalisation

Delivery and assessment guidance

This unit must be assessed in the real work environment.

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.2 Legislation (as of 2024):

- Children Act 1989
- UN Convention on the Rights of the Child (UNCRC) 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- What to do if you are worried a child is being abused 2015
- Children and Social Work Act 2017
- Mandatory Reporting of Female Genital Mutilation (FGM) 2018

Guidance (as of 2024):

- Working together to Safeguard Children 2023

1.3 Learners must be able to demonstrate that they understand their organisation's policies and procedures relating to child protection and vulnerable adults, that they know where/how to access them and the reporting procedures they need to follow.

1.4 Learners must be able to give examples from their youth work practice to describe how the child protection and safeguarding policies and procedures influence their youth work practice.

1.5 Learners must be able to demonstrate that they are fully aware of the confidentiality boundaries they need to work within in their own youth work practice and where possible give examples from their practice. Where possible, examples should include how to protect the rights of young people and vulnerable adults.



Delivery and assessment guidance

LO2

2.4 Learners must be able to identify and name the person in their organisation who is responsible for child protection issues.

2.5 As well as identifying own organisation's policies and procedures, learners must indicate how they are applied in practice. These could include:

- specific organisational policies and reporting/referral forms
- safe recruitment processes/references taken for new staff/volunteers
- clear job descriptions
- regular safeguarding/child protection training
- disclosure and barring service clearance (DBS)
- Code of Conduct
- regular managerial supervision
- confidentiality protocols

2.6 Learners must be able to outline what their responsibilities are and the actions they would take if they recognise that abuse and/or exploitation is being perpetrated. If real case studies are used, please ensure all personal details are removed for the purposes of qualification assessment.

LO3

3.1 Learners must be able to describe the risk assessment process used in their organisation, highlighting behaviour and needs risk of young people.

3.2 Learners must be supported to undertake two risk assessments – one indoor and one for an off-site visit/activity. They should be able to explain the reasons for the assessments and the benefits of doing the risk assessments.

3.3 Learners must record the risks identified for the group work environment/activity and the necessary control measures in place to ensure the environment and activity is safe for all participants.

LO4

4.1 Learners must be able to identify and describe the policies relevant to a youth support worker's obligation to keep young people and their data safe, including UK General Data Protection Regulation (GDPR), data protection, confidentiality, data management.

4.2 Learners must describe why it is important that organisations take a comprehensive approach to the safe use of social media and other technologies.

LO5

5.1, 5.2, 5.3, 5.4 Outline the possible areas of vulnerability and personal risk faced by young people and vulnerable adults. This could be achieved by:



Delivery and assessment guidance

- supporting young people and vulnerable adults to identify their own vulnerability and ways to manage the inherent risks
- developing personal risk assessment with young people and vulnerable adults

For further information assessors/trainers should refer to the Principles of Youth Work Unit (1.1 and 1.3) for identification of the purpose and principles of youth work.

DRAFT



L3YW 4 Engaging and communicating with young people (R/651/7358)

Unit summary				
This unit outlines knowledge and skills relating to engaging and communicating with young people in a youth work setting. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	20 GLH (includes 5 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of building professional relationships with young people in youth work	1.1 Explain why relationship building with young people is important in youth work 1.2 Analyse how effective communication skills impact on building and maintaining professional relationships with young people 1.3 Describe ways to engage young people in order to establish a professional relationship with diverse groups of young people
2. Understand different ways of engaging with stakeholders	2.1 Describe different approaches of engaging young people and increasing their participation in youth work 2.2 Compare local community networks and ways in which young people might become involved 2.3 Describe places and spaces in which professional youth support work might happen and how approaches might differ dependent on context, environment and/or young person 2.4 Explain different contexts, including cultural, social and political perspectives operating within young people's communities and wider society
3. Understand the importance of good communication skills for youth work activities	3.1 Describe the advantages and disadvantages of different methods of communication when working with young people to include verbal, written and electronic techniques 3.2 Describe the challenges of using social media to engage with stakeholders 3.3 Describe a youth support worker's role in supporting young people to access impartial information and guidance 3.4 Assess own strengths and areas for improvement when communicating with others using a reflective practice model
4. Be able to communicate with stakeholders to develop a professional relationship	4.1 Demonstrate own ability to communicate , including active listening skills, with young people and two other stakeholders from the list below, clearly identify if those stakeholders are internal or external to a youth work setting and the communication technique used (for example, verbal, written, electronic). <ul style="list-style-type: none"> members of the public wider community public authorities in the youth sector youth organisations and youth councils donors



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	<ul style="list-style-type: none"> media
	4.2 Work in an anti-oppressive, anti-discriminatory manner, maintaining professional communication with stakeholders
5. Be able to support young people in engaging with the local community	5.1 Engage with the local community to support young people's involvement in a way that promotes acceptance and understanding of others
	5.2 Support young people to develop positive relationships in their local community that promote acceptance and understanding of others
	5.3 Assess own strengths and areas for improvement when communicating with others using a reflective practice model
	5.4 Demonstrate maintaining professional behaviour boundaries when working with young people

Range
4. Be able to communicate with stakeholders to develop a professional relationship.
<p>4.1 Communicate, stakeholders</p> <p>Clearly identify stakeholders that are internal or external to youth work practice and the communication technique used:</p> <ul style="list-style-type: none"> verbal written electronic <p>Learners must demonstrate their ability to communicate with young people and stakeholders and two other stakeholders from the list below:</p> <ul style="list-style-type: none"> young people members of the public wider community public authorities in the youth sector youth organisations and youth councils donors media <p>4.2 Professional communication</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> witness statements video written evidence photos (if permission has been given) evidence from young people



Delivery and assessment guidance

This unit must be assessed in the real work environment.

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.1 Learners need to provide evidence that they understand that one of the fundamental principles of youth work is the ability to establish and maintain positive relationships with young people. Without this relationship, built on mutual trust and respect, the youth work process of identifying the needs of young people can struggle to take place therefore limiting positive youth work outcomes.

1.2 Learners need to demonstrate that they understand the range of effective communication skills needed as a youth worker (non-verbal, verbal, active listening, questioning, giving and receiving feedback, written, assertive communication) and how they impact on their youth work practice and outcomes for young people.

1.3 Diverse backgrounds could include, but are not limited to, culture, socio-economic status, social, emotional and mental health (SEMH) or special educational needs and disability (SEND).

LO2

2.1 Learners must demonstrate their understanding of young people's participation within a youth work context. Models of participation could include:

- organisation's methods
- Hart's Ladder of Participation
- Huskin's model of participation

Approaches to engaging young people can include:

- age-appropriate activities and methods
- young people being involved in the planning
- design
- delivery and evaluation of youth work
- social media
- involvement of the local community and families where appropriate
- partnership working
- decision making
- promotion of young people's achievements

LO3



Delivery and assessment guidance

3.1 Learners must consider the range of communication approaches they identified in AC2.1 and describe the advantages and disadvantages of each one using references to their youth work experience.

3.2 Learners must be able to fully consider the range of positive and negative challenges when using social media with young people. They might also be able to refer to their organisation's social media policy and use examples from their own youth work practice.

3.3 Learners must be able to identify what is meant by impartial information and guidance and the professional boundaries they have to consider when offering information and guidance. Roles might include:

- ensuring they do not give the young people direct advice
- signposting
- ensuring information is accurate and current
- referrals
- confidentiality
- being non-judgemental
- ensuring information is age-appropriate and in a format the young person can understand

3.4 Reflective supervisory practice:

- reflective practice
- critical inquiry
- action research

Personal reflection and self-review:

- understanding personal values
- understanding boundaries
- understanding responsibilities

Models of youth work framework:

- expected outcomes of youth work and mechanisms to achieve them

Anti-oppressive practice and informal education evaluation:

- evaluating youth work while maintaining anti-oppressive and informal education principles

This could be covered by:

- personal development plan (PDP)
- supervision and appraisal records
- self-reflection
- peer reflection
- young people's feedback

Learners must use one of the models listed above.



Delivery and assessment guidance

LO4

4.2 Learners will need to provide evidence of using effective listening skills with a group of young people and individual young people.

Assessors are encouraged to observe this AC and record it on appropriate paperwork when doing holistic workplace observations.

Learners must also demonstrate their ability to communicate with two other stakeholders integral to their youth work practice, identifying if they are internal/external and what communication technique was used. A rationale must also be provided for the communication method used.

LO5

5.1 and 5.2 Learners need to provide evidence of how they have enabled young people to actively establish positive relationships in their local community that promote acceptance and understanding. This may be through:

- social action projects
- fundraising activities
- volunteering

Learners need to clearly identify how this practice has promoted acceptance and understanding of others.

5.3 This must include examples from the learner's own youth work practice and must clearly demonstrate how this has promoted acceptance and understanding of others and the outcomes.



L3YW 5 Anti-discriminatory practice in a youth work setting (T/651/7359)

Unit summary				
This unit explores anti-discriminatory practice and the role of the youth support worker. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	20 GLH (includes 5 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand anti-discriminatory practice in youth work	1.1 Define what is meant by anti-discriminatory practice 1.2 Explain how anti-discriminatory practice relates to the principles of youth work with reference to different contexts, including cultural, social and political perspectives operating within young people's communities and wider society 1.3 Outline current legislation relating to anti-discriminatory practice 1.4 Explain what is meant by protected characteristics 1.5 Describe the groups defined by current legislation as having protected characteristics
2. Understand how anti-discriminatory practice impacts on youth work delivery	2.1 Explain the consequences of not meeting the needs of a group or individual with protected characteristics in relation to: <ul style="list-style-type: none"> own practice youth service delivery 2.2 Summarise how the needs of protected characteristics groups can be met: <ul style="list-style-type: none"> through own practice within the youth work environment
3. Understand prejudice and discrimination	3.1 Explain the meaning of the following terms: <ul style="list-style-type: none"> prejudice stereotyping stigma labelling discrimination equality diversity hate crime hate speech



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.2 Critically compare the differences between prejudice and discrimination
	3.3 Explain the following types of discrimination: <ul style="list-style-type: none"> • direct discrimination • indirect discrimination • discrimination by association • perception discrimination • harassment • third-party harassment • victimisation
4. Understand how to evaluate personal practice in relation to anti-discriminatory practice	4.1 Evaluate own youth work practice in relation to anti-discriminatory practice
	4.2 Develop a plan using anti-discriminatory practice to increase active participation and opportunities for youth voice and leadership
5. Be able to respond to discriminatory practice	5.1 Respond appropriately to oppressive or discriminatory attitudes, behaviours and situations

Range
1. Understand anti-discriminatory practice in youth work
1.2 Principles of youth work:
Must include:
<ul style="list-style-type: none"> • active participation and empowerment of young people <ul style="list-style-type: none"> ○ starting with a young person's current situation, needs-based provision identified by young people and youth support workers ○ active involvement of young people in delivery and evaluation ○ reflection on positive activities ○ acquisition of new skills to increase empowerment ○ promoting the voice of young people in their own community • voluntary engagement by young people <ul style="list-style-type: none"> ○ establishment of trusting relationships between young people and youth workers built on mutual respect, where and when young people chose to take part • non-formal education and informal learning <ul style="list-style-type: none"> ○ youth work takes place in a wide range of settings, encouraged acquisition of new skills, young people encouraged to reflect on their learning • equality, diversity and inclusion <ul style="list-style-type: none"> ○ principles of anti-oppressive practice ○ legislation underpinning equality ○ organisational policies • Code of Conduct <ul style="list-style-type: none"> ○ learners should be able to describe their organisations' Codes of Conduct/professional boundaries and how it impacts on their youth work



Range

1.3 Current legislation

Must include:

- Human Rights Act 1998
- Special Educational Needs and Disability (SEND) Act 2001
- Race Relations (Amendment Act) 2000 and 2012
- The Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- UN convention on the Rights of Persons with Disabilities (CRPD)

1.4 Protected characteristics

The following are protected characteristics under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Protection from discrimination in the following:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

2. Understand how anti-discriminatory practice impacts on youth work delivery

2.1 Consequences

Must include:

- breaking Code of Conduct/not working within legal and organisational policies can lead to disciplinary procedures
- risk of legal action
- can lose the trust and respect of young people and peers
- negative image of the youth work setting and the profession within the local community and wider partnership network
- can lead to financial loss/funding issues



Delivery and assessment guidance

This unit must be assessed in the real work environment.

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.1 Learners must refer to their own organisations' definition and consider that of other organisations by undertaking research to identify any differences. The learner should reference this research in their evidence.

Anti-discriminatory practice is a way of working that challenges the words and actions that others might use which treat individuals unfairly or illegally because of their:

- gender
- race
- disability
- age
- sexual orientation
- home language
- social origin
- religion or beliefs
- marital status
- other personal attributes

Youth support workers need to be aware of their own values, beliefs and attitudes and work in a manner that does not discriminate against young people.

Anti-discriminatory practice is what individuals do.

Equal opportunities is what the organisations do.

1.2 Learners must reference the relevant principles of youth work that underpin anti-discriminatory practice and explain how their own youth work practice meets these.

- Youth Work in Wales: Principles and Purposes 2022
- All Party Parliamentary Group (APPG) on Youth Affairs (NYA) 2019

1.3 Learners should outline the current legislation.

Trainers/assessors should check current legislation as changes can/will occur.



Delivery and assessment guidance

Consideration must be given to local codes of practice, organisational policies and procedures.

1.4 Learners must demonstrate that they can fully explain what is meant by protected characteristics groups and the relevant legislation underpinning them.

1.5 Learners must be able to fully describe each of the protected characteristics.

LO2

2.2 Learners must provide evidence from their youth work practice to explain and demonstrate how they have met the needs of groups and/or individuals with protected characteristics in the youth work setting.

This could include:

- their own interventions and those of colleagues/young people
- promoting individual and/or group rights
- informal education opportunities in the youth work environment
- removing barriers
- challenging inappropriate language/bullying/stereotypes
- use of media/resources/posters
- issue-based youth work

LO3

3.1 Learners must demonstrate that they have undertaken personal research and can explain the terms in their own words. Learners must reference this research.

- prejudice
 - a judgement, often unjustifiable based on pre-existing negative attitudes towards a person or group
- stereotyping
 - unsupported generalisations about members of a certain group, typically, negative and based on ill-formed information
- stigma
 - a strong feeling of disapproval that people have about something or about individuals/groups. For example, being an unmarried mother no longer carries the social stigma it used to
- labelling
 - the action of attaching a descriptive word or phrase to someone or something
- discrimination
 - the unequal treatment of members of a group based, for example, on their race, gender, social class, sexual orientation, physical ability, and/or religion
- equality
 - a person/group's ability to access provision to equal opportunities
- diversity
 - includes all the ways people differ – all the different characteristics that make one individual/group different from another. It recognises that everyone and every group should be valued. It is about different ideas, perspectives and values
- hate crime



Delivery and assessment guidance

- a crime, typically one of violence, that is motivated by prejudice on the basis of race, religion, sexual orientation or other grounds
- hate speech
 - abusive or threatening speech or writing that expresses prejudice against a particular group

Learners could also make reference to research in relation to hate crime.

3.2 Prejudice is an unjustified or incorrect attitude (normally negative) towards an individual based solely on the individual's membership of a social group.

Discrimination is the behaviour or actions, usually negative, towards an individual or group of people, especially on the basis of sex/race/social class.

'A prejudiced person may not act on their attitude. Therefore, someone can be prejudiced towards a certain group but must not discriminate against them'. Saul McLeod 2008, [Prejudice vs. Discrimination In Psychology \(simplypsychology.org\)](http://simplypsychology.org).

3.3 Learners could undertake personal research and explain each type of discrimination, giving examples. These can be from their youth work practice or everyday.

Learners must reference this research.

LO4

4.1 and 4.2 Learners must evaluate their own strengths and areas for development in relation to anti-discriminatory youth work practice. This could be done during management supervision sessions/annual appraisal/staff meetings.

Learners could undertake a personal strengths, weaknesses, opportunities and threats analysis (SWOT) to help them evaluate their practice.

Learners must then create a specific, measurable, achievable, realistic and time bound (SMART) plan that should identify areas for personal/professional development regarding anti-discriminatory practice. The plan should include where the support needed will come from and target dates.

LO5

5.1 Learners can draw on their real-life practice or from case studies to evidence this AC.



L3YW 6 Working with behaviour that challenges in a youth work setting (D/651/7360)

Unit summary				
This unit outlines knowledge and skills relating to working with behaviour that challenges which may occur when working with young people in a youth work setting. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	14 GLH (includes 2 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by conflict and behaviour that challenges	1.1 Define what is meant by behaviour that challenges
	1.2 Explain the impact of conflict and behaviour that challenges in a youth work setting
	1.3 Compare examples of conflict and behaviour that challenges that can occur in a youth work setting
	1.4 Explain why it is important to develop a trusting and respectful relationship with young people
	1.5 Explain the importance of setting and maintaining appropriate boundaries and expectations with young people
	1.6 Evaluate own values in relation to working with young people and managing young people's behaviour
	1.7 Explain internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person
2. Be able to de-escalate conflict and behaviour that challenges in youth work settings	2.1 Explain de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting
	2.2 Analyse own strengths and weaknesses in dealing with conflict and behaviour that challenges in youth work settings
	2.3 Demonstrate methods of defusing conflict and behaviour that challenges in youth work settings
3. Understand the role of feedback in relation to changed behaviour in a youth work setting	3.1 Explain how positive feedback affects and enhances behavioural change in young people
	3.2 Describe methods for providing positive acknowledgement of changed behaviour
	3.3 Analyse examples of the impact of positive acknowledgement of changed behaviour in a youth work setting
4. Understand when support is required in managing conflict and behaviour that challenges	4.1 Explain situations when additional support is required to manage conflict and behaviour that challenges
	4.2 Evaluate support mechanisms available when managing conflict and behaviour that challenges
5. Be able to develop own practice in relation to	5.1 Explain own practice in relation to conflict and behaviour that challenges in youth work settings



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
conflict and behaviour that challenges	5.2 Reflect on own practice in relation to managing conflict and behaviour that challenges
	5.3 Create a development plan to enhance own skills in managing conflict and behaviour that challenges

Range
<p>1. Understand what is meant by conflict and behaviour that challenges.</p> <p>1.2 Impact</p> <p>Could include:</p> <ul style="list-style-type: none"> • young people no longer wanting to be part of the group/activity • injury to young people and youth workers • negative impact on the reputation of youth work • safeguarding issues • bullying • self-harm <p>Learners must give examples from their youth work practice.</p> <p>1.7 Internal and external influences</p> <p>Could include:</p> <ul style="list-style-type: none"> • personal beliefs and values • jealousy • the environment • history • other colleagues <p>Learners must give examples for both internal and external influences from their youth work practice.</p>
<p>2. Be able to de-escalate conflict and behaviour that challenges in youth work settings.</p> <p>2.1 De-escalation techniques</p> <p>Could include:</p> <ul style="list-style-type: none"> • immediately ensuring the safety of young people and colleagues • recognising own feelings and reactions • keeping calm • using effective language • being aware of own body language • active listening skills and feedback • getting assistance/helping when the situation is out of own experience • aiming to preserve the relationship with the young person



Range
<p>3. Understand the role of feedback in relation to changed behaviour in a youth work setting.</p> <p>3.1 Behavioural change</p> <p>Could include:</p> <ul style="list-style-type: none"> • increase in self-esteem and confidence • reassurance that the relationship is valuable • development of new skills • young person feeling valued and listened to
<p>4. Understand when support is required in managing conflict and behaviour that challenges</p> <p>4.1 Situations</p> <p>Could include:</p> <ul style="list-style-type: none"> • when the situation is beyond their capacity/understanding • someone is in danger • injury • safeguarding issues • young person is very upset • violence is escalating

Delivery and assessment guidance
<p>This unit must be assessed in the real work environment.</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.</p> <p>The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.</p> <p>LO1</p> <p>1.1 Unacceptable actions and language having a negative impact on other young people or adults in the vicinity. Could include difficult or problem behaviours.</p> <p>A range of situations could include:</p> <ul style="list-style-type: none"> • non-communication • withdrawal/disengagement • anxiety and depression • irritability • aggression • destruction



Delivery and assessment guidance

- self-harm
- tantrums
- lethargy
- hyperactivity

1.2 Learners must be able to explain what is meant by conflict and how it can manifest itself in the youth work setting.

1.3 Learners must identify a range of examples from their youth work practice and compare what happened, how the situations were managed, the outcomes and what they learned from the examples.

1.4 Relationships based on mutual understanding and trust are the basis of youth work and one of its main principles.

Learners must consider how they form a strong relationship with young people and explain the impact of what can happen if the relationship is poor or breaks down.

1.5 Learners must be able to give examples from their own youth work practice – they should explain the need for rules/boundaries and safeguarding, legislation, policies and procedures.

1.6 Learners must be able to reflect on their own values – what they are, what/who has influenced them and how they impact on their youth work, particularly when working with young people who are expressing challenging behaviour.

LO2

2.2 Learners must reflect on their youth work practice when they have experienced dealing with conflict and behaviour that is challenging and analyse their practice. This could take the form of case studies, a professional discussion with an assessor or supervised discussion and notes.

2.3 Evidence must come from a real youth work setting. Evidence may be witness statements and or assessor observation.

LO3

3.1 Learners must explain what positive feedback means and how they have given such feedback to young people.

3.2 Evidence must come from a real youth work setting. Evidence may be witness statements and or assessor observation

3.3 Learners must analyse three examples from their own youth work practice.

LO4

4.1 Learners must give examples from their own youth work practice/experience.

4.2 Learners must identify and evaluate the structures in place in their own organisation:



Delivery and assessment guidance

- line management/supervision
- identification of additional training needed
- relevant policies and procedures

LO5

5.1, 5.2 and 5.3 Evidence may be in the form of:

- self-reflection notes and case studies
- supervision/appraisal records
- training/continuing professional development (CPD) needs and a development plan detailing where action/CPD is needed, where support will come from
- target dates/timeframe



L3YW 7 Group work within a youth work setting (F/651/7361)

Unit summary				
<p>In this unit learners explore essential aspects related to group dynamics and effective youth work. Learners will identify various types of groups that young people may join, understand group work theory, and learn about appropriate leadership styles. Conflict management strategies and evaluation methods are also covered. Learners will reflect on their own roles and celebrate group successes. Learners must have access to a real work environment.</p>				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	50 GLH (includes 13 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of group membership	1.1 Outline the types of groups young people are part of or join 1.2 Describe the reasons why young people join groups 1.3 Review the benefits for young people of joining groups
2. Understand group work theory	2.1 Critically compare the different roles in a group 2.2 Explain the stages of group development 2.3 Describe the factors that increase group effectiveness 2.4 Evaluate how to maintain groups 2.5 Explain the reasons for group breakdown
3. Understand the characteristics of a specific group	3.1 Identify the different roles in the group 3.2 Describe own roles within the group 3.3 Identify the role of the group leader 3.4 Describe the importance of different roles within the group
4. Understand the appropriate use of leadership styles within groups	4.1 Explain three leadership styles appropriate to different group stages and situations 4.2 Analyse own leadership styles when working with groups of young people
5. Understand how to manage conflict in a group work setting	5.1 Explain how conflict may arise in a group work setting 5.2 Explain ways of managing personal feelings in a potential conflict situation 5.3 Explain ways of defusing conflict in a group work setting
6. Be able to evaluate a programme of group work activities	6.1 Reflect on methods used to evaluate and record youth work sessions 6.2 Evaluate achievement of group goals 6.3 Evaluate group strengths and weaknesses 6.4 Demonstrate celebrating the success of young people
7. Be able to evaluate own role in the delivery of a programme of group work activities	7.1 Evaluate own group work skills and leadership style 7.2 Summarise development actions for improving own group work skills

Range
1. Understand the importance of group membership.



Range

1.1 Groups

Could include:

- family dynamics
- tutor groups/classes
- work colleagues
- faith
- cultural
- friendship
- gender
- sexuality
- sports
- social media
- gangs
- uniformed
- shared interest groups such as:
 - music
 - art
 - political

1.2 Reasons

Could include:

- make friends
- learn a new skill
- have fun
- health/wellbeing
- culture
- peer pressure
- status
- common interest
- common circumstance
- identity

1.3 Benefits

Could include:

- increased confidence working with others
- boosting self-esteem
- enhance social skills
- offer new experiences
- develop a sense of belonging
- create a sense of identity
- increased cohesion



Range

- stability and a sense of value
- clear focus
- task focused
- shared beliefs and values
- good communication
- range of roles
- good leadership
- effective feedback
- individuals' contributions are recognised and rewarded
- mutual respect

2. Understand group work theory

2.4 Maintain groups

Could include:

- positive feedback and recognition
- encouragement
- clear direction and guidance
- enthusiastic leader
- feeling of belonging and worth
- negotiated ground rules and boundaries
- encouraging participant agency

Learners must make reference to youth work values and evaluate the strategies of group maintenance from the theories they have identified earlier in the LO.

2.5 Group breakdown

Could include:

- lack of interest
- poor leadership
- lack of purpose or task
- negativity
- group conflict
- inequality
- favouritism
- lack of ground rules/boundaries
- imposed ground rules/boundaries
- end of task/task completion
- changes in group make-up/circumstances

5. Understand how to manage conflict in a group work setting

5.1 Conflict

Could include:



Range

- general disagreements
- inequality
- different values
- not being listened to
- jealousy
- unacceptable behaviour
- lack of focus on a task
- outside influences brought into the group environment
- poor environment/too hot/too cold
- insufficient breaks

Delivery and assessment guidance

This unit must be assessed in the real work environment; simulation is not permitted for this unit.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.3 Learners must consider the reasons why young people join groups and state the benefits of each one.

LO2

2.1 Critically compare at least two models of roles in groups, for example, Belbin, Adair, and Mintzberg.

2.2 Learners must be able to explain the stages of group development identified by their choice of one theorist and relate them to an example from their own youth work practice. Theorists can include, but are not limited to:

- Bruce Tuckman
- George Kelly
- Erik Erikson
- Aubrey Fisher

2.3 Drawing on one of the theorists below, consider the following factors:

- common task
- willingness to get the task done
- good communication
- clear and at the appropriate level/format for the group members
- recognition of achievements
- range of effective roles
- rewards
- sense of belonging
- agreement on values
- parameters of the groups



Delivery and assessment guidance

- times
- duration
- location
- focus/remit

Tuckman's stages of group development (Bruce Tuckman):

- clear goals and objectives: a well-defined purpose helps align group efforts and motivates members
- effective communication: open dialogue fosters understanding, reduces conflicts and enhances collaboration
- shared norms and roles: establishing common norms and clear roles ensures smooth functioning
- trust and cohesion: trust among members promotes cooperation and group unity
- leadership: effective leadership guides the team through stages and facilitates decision making

Kelly's functional stages of a group (George Kelly):

- orientation and structuring: early stages involve getting acquainted and organising tasks
- working through: collaborative problem-solving and active engagement lead to effectiveness
- termination: reflecting on achievements and preparing for transitions

Erikson's psychosocial stages (Erik Erikson):

- trust and autonomy: trusting relationships and individual autonomy contribute to group effectiveness
- identity and intimacy: group members' self-awareness and interpersonal connections enhance teamwork
- generativity and integrity: contributing to the group and maintaining integrity lead to positive outcomes

Fisher's theory of decision emergence in groups (Aubrey Fisher):

- effective decision-making processes: structured decision making ensures optimal choices
- collaboration and participation: involving all members fosters commitment and ownership
- conflict resolution skills: addressing conflicts constructively improves group dynamics

Belbin's team role theory (Meredith Belbin):

- diverse team composition: Belbin's research emphasises that the highest performing teams consist of a diverse array of personalities and skill sets
- strategic alignment of roles: by acknowledging and aligning the nine distinct team roles (such as shaper, implementer and team worker), teams can significantly improve functionality and output

Adair's principles of effective teamwork (John Adair):

- shared values and vision: great teams share common values and a clear vision
- trust and psychological safety: trust among team members fosters collaboration and risk taking



Delivery and assessment guidance

- effective communication and collaboration: open communication and collaboration enhance team dynamics
- problem-solving skills: adept problem solving contributes to effective teamwork
- complementary skills: diverse skills enable varied perspectives and approaches
- consistent outstanding results: high-performing teams consistently deliver outstanding outcomes

Mintzberg's insights on team effectiveness (Henry Mintzberg):

- role of coordinators: coordinators facilitate group decisions
- implementers and reliable structures: implementers excel when working with reliable, unchanging structures
- resource investigators and external insights: resource investigators seek external opportunities and insights

2.4 Tuckman's stages of group development (Bruce Tuckman):

- regular reflection and adaptation: continuously assess the group's stage:
 - forming
 - storming
 - norming
 - performing
 - adjourning
- adapt communication and leadership accordingly
- effective leadership: ensure leadership evolves as the group progresses through stages
- clear goals and objectives: keep the group aligned with common goals
- open communication: encourage open dialogue and address conflicts constructively

Kelly's functional stages of a group (George Kelly):

- orientation and structuring: establish norms and organise tasks
- working through: engage in collaborative problem solving
- termination: reflect on achievements and prepare for transitions

Erik Erikson's psychosocial stages:

- trust and autonomy: foster trust and encourage individual autonomy
- identity and intimacy: promote self-awareness and interpersonal connections
- generativity and integrity: contribute to the group and maintain integrity

Aubrey Fisher's model for small group communication:

- four phases: understand and navigate the four phases:
 - orientation
 - conflict
 - emergence
 - reinforcement
- effective communication:
 - prioritise active listening



Delivery and assessment guidance

- feedback
- conflict resolution
- role of coordinators:
 - facilitate decision making
 - maintain focus on objectives

Belbin's team role theory:

- diverse team composition: ensure a mix of different personalities and skill sets within the team. Represent each of the nine Belbin team role behaviours at appropriate times
- leverage strengths: understand and utilise the strengths of each team member's role, for example:
 - resource investigator
 - team worker
 - co-ordinator
 - plant
 - monitor evaluator
 - specialist
 - shaper
 - implementer
 - completer finisher
- balance roles: create a balance between social, thinking, and action/task roles

Adair's principles of effective teamwork:

- shared values and vision: establish a common vision and values within the team
- trust and psychological safety: foster trust and create a safe environment for open communication
- effective communication: encourage open dialogue and collaboration
- problem-solving skills: develop problem-solving abilities within the team
- complementary skills: leverage diverse skills for varied perspectives
- consistent outstanding results: strive for consistent high-quality outcomes

Mintzberg's insights on team effectiveness:

- role of coordinators: facilitate group decisions and ensure focus on objectives
- implementers and reliable structures: implementers thrive in stable, structured environments
- resource investigators and external insights: seek external opportunities and insights

2.5 Tuckman's stages of group development (Bruce Tuckman):

- lack of clear goals: when the group lacks a well-defined purpose or common objectives, confusion and disarray can arise
- communication challenges: ineffective communication, misunderstandings, and misalignment hinder progress
- conflict and power struggles: unresolved conflicts and power struggles disrupt group dynamics
- leadership issues: poor leadership or a lack of effective guidance can lead to breakdowns

Kelly's functional stages of a group (George Kelly):



Delivery and assessment guidance

- inadequate problem-solving: if the group struggles to address challenges or solve problems, breakdowns occur
- lack of collaboration: when members fail to work together or engage in productive dialogue, group effectiveness diminishes
- neglecting norms and roles: ignoring established norms and roles disrupts group functioning

Erik Erikson's psychosocial stages:

- trust issues: a lack of trust among group members undermines cooperation and cohesion
- identity crises: if individuals within the group face identity crises or struggle with self-awareness, it affects group dynamics
- integrity challenges: disregarding integrity or failing to maintain ethical behaviour can lead to breakdowns

Aubrey Fisher's model for small group communication:

- orientation phase challenges: if the group fails to establish norms or struggles with initial interactions, breakdowns occur
- conflict escalation: unresolved conflicts intensify and disrupt decision making
- lack of reinforcement: without reinforcement of decisions and actions, the group loses momentum

Belbin's team role theory:

- role imbalance: when team members' roles are not well-matched or balanced, it can lead to conflicts and inefficiencies
- lack of collaboration: if team members fail to collaborate effectively or appreciate each other's contributions, breakdowns occur
- ignoring strengths and weaknesses: neglecting individual strengths and weaknesses within the team hampers overall effectiveness

Adair's principles of effective teamwork:

- trust issues: lack of trust among team members undermines cooperation and cohesion
- communication breakdowns: ineffective communication or misalignment leads to breakdowns
- leadership challenges: poor leadership or a lack of effective guidance disrupts team dynamics
- problem solving difficulties: inability to address challenges collectively affects team performance

Mintzberg's insights on team effectiveness:

- role confusion: when team members are unclear about their roles or responsibilities, breakdowns occur
- inadequate coordination: poor coordination among team members leads to inefficiencies
- lack of external insights: ignoring external perspectives and opportunities affects team progress

LO3



Delivery and assessment guidance

3.1 Learners must be able to identify the different roles taken by participants in the activity/programme.

3.2 Learners must refer to content from LO2 to identify and describe their own roles within the group.

3.3 Learners must reflect on the range of roles they adopted during the group's activities. They should describe why they took that role, at which stage of the group process they took this on, and the impact it had on the group.

3.4 Learners must reflect on the range of roles participants within the group adopted, describe the differences and their importance to the group's function.

LO4

4.1

Group stage	Leadership style	Situation
Forming	Directive (autocratic) leadership	In the initial forming stage, team members need clear guidance and structure. An autocratic leader provides instructions, sets expectations, and establishes norms.
Storming	Democratic leadership	During conflicts and disagreements, a democratic leader involves team members in decision making, seeks input, and encourages collaboration.
Storming	Coaching leadership	During conflicts and disagreements, a coaching leader helps team members understand their roles, resolve issues, and build trust.
Norming	Laissez-faire leadership	As norms and cohesion develop, a laissez-faire leader allows team members more autonomy and freedom to make decisions.
Norming	Participative leadership	As norms and cohesion develop, a participative leader involves the team in decision making, encourages collaboration, and values input.
Performing	Transformational leadership	In the high-performance phase, a transformational leader inspires, motivates, and fosters creativity. They focus on long-term vision and individual growth.
Adjourning	Delegative leadership	When the team disbands or transitions, a delegative leader empowers team members to take ownership and make decisions independently.

4.2 Learners must reflect on a piece of group work they have been involved in within the youth work setting and analyse their leadership styles.

Understanding the approach:



Delivery and assessment guidance

- the learner must think about a recent time they led a group of young people. What was the situation? For example:
 - sports-team practice
 - classroom activity
 - youth club meeting
- how did the learner typically communicate with the young people? For example:
 - giving clear instructions
 - asking open-ended questions
 - using humour
- did the learner delegate tasks within the group? If so, how did they choose who to delegate to?

Identifying the style:

- did the learner take a more focused approach, giving clear instructions and making sure the task was completed correctly, or alternatively did they encourage creativity and independent thinking among the young people?
- did the learner make most of the decisions on their own, or did they try to involve the young people in the decision-making process?
- did the learner find themselves needing to solve problems for the group frequently, or were they able to empower them to find solutions themselves?

LO5

5.2 Learners must demonstrate that they understand how to manage their own feelings in a conflict situation. Below are examples of ways of managing personal feelings in a potential conflict situation. This list is not exhaustive. Whichever ways the learner chooses, they should give examples from their youth work practice to support each explanation.

Self-awareness:

- recognise your emotions and triggers
- understand how you feel and why
- reflect on your emotional responses before reacting

Stay calm:

- take deep breaths and maintain composure
- avoid impulsive reactions or outbursts

Active listening:

- listen attentively to the other person's perspective
- show empathy and understanding

Empathise:

- put yourself in the other person's shoes
- consider their feelings and point of view



Delivery and assessment guidance

Focus on solutions:

- shift from blame to problem-solving
- collaborate to find mutually beneficial solutions

Distinguish between objective facts and your interpretations:

- avoid assuming intentions or motives

Stick to observable behaviours and events:

- establish personal boundaries to protect your emotional wellbeing
- politely decline disrespectful behaviour
- know when to disengage temporarily

Stay present in the moment:

- mindfulness reduces impulsive reactions

5.3 An example of a model is given below. Learners may choose to use this or research their own model. Learners must relate the model to their own youth work practice.

Thomas-Kilmann Conflict Model, developed by Kenneth W. Thomas and Ralph H. Kilmann in 1974, provides insights into how people handle conflicts. It identifies five core conflict resolution styles based on two underlying dimensions: assertiveness (the degree to which individuals assert their own needs) and cooperativeness (the degree to which individuals consider others' concerns).

Compromising:

- description: in this mode, individuals seek a middle ground by giving up part of their goals to meet others halfway
- when both parties have equally important but conflicting needs, compromising allows for a fair resolution

Collaboration:

- description: collaborators actively engage in problem-solving, seeking win-win solutions. They value both assertiveness and cooperativeness
- complex issues or situations where long-term relationships matter benefit from collaboration

Competition:

- description: competitive individuals assert their own needs without considering others. They aim to win at the expense of others
- urgent situations or when quick decisions are necessary, but it can strain relationships

Accommodation:



Delivery and assessment guidance

- description: accommodators prioritise others' needs over their own. They yield to maintain harmony
- when preserving relationships or avoiding conflict is crucial, accommodation works

Avoidance:

- description: avoiders neither assert their own needs nor address others', they sidestep conflicts, temporary situations or when the issue is trivial, but prolonged avoidance can harm relationships

LO6

6.1 Learners must refer to effective evaluation methods:

- session-recording templates: document key aspects of the session, including activities, participant engagement, and outcomes. This includes:
 - end of session evaluations: involving young people, youth support workers and any other stakeholders to assess what went well, what could be improved, and the impact of the session
 - data collection: monitoring and formative evaluation through outputs, using tools like questionnaires, blogs, videos, and case studies
 - youth-led co-design: ensuring that young people are actively involved in the evaluation process to reflect their perspective and needs
- principles of reflective practice: encourage self-awareness, learning, and improvement
- Involving Young People: engage young participants in evaluating the session's impact (Kings College London)

6.2 Learners must identify and describe group goals to fully evaluate their achievement. This should include the extent to which the goals were met or how and what might be done differently or the same next time.

6.3 Learners must identify a range of roles within a group of young people they have worked with and evaluate the impact of the roles on the effectiveness of the group process.

Learners must be able to evaluate the strengths and weaknesses of the group's performance.

6.4 Learners must demonstrate celebrating both the successes and the journeys of young people in the following contexts:

- individually
- collectively

Consider the matrix below. To meet this AC all elements must be demonstrated.

Celebrate	Individually	Collectively
Success of young people		
Journey of young people		

Consider the following options when determining how to celebrate success in your context.

Individual recognition:



Delivery and assessment guidance

- youth awards: organise award ceremonies or recognition events where outstanding young individuals receive accolades for their achievements. These awards could be based on:
 - personal growth
 - community service
 - leadership
 - overcoming challenges
- certificates of achievement: issue certificates to young people who have completed specific programs, courses, or projects. Celebrate their dedication and effort
- personal milestones: recognise individual milestones, such as:
 - completing a volunteering project
 - passing examinations
 - demonstrating improved behaviour

Collective celebrations:

- group achievements: celebrate achievements of youth groups or clubs, for instance:
 - a youth club successfully organising a community event
 - a group of young activists advocating for a cause and achieving positive outcomes
- project completion: when a youth-led project reaches its goals, celebrate the collective effort, this could be:
 - a mural
 - a community garden
 - a fundraising campaign
- end-of-term celebrations: at the end of a program or term, organise a gathering where young people share their experiences, reflect on their journey, and celebrate their collective progress

Storytelling and reflection:

- youth journals or blogs: encourage young people to write about their experiences, challenges, and victories. Share these stories within the youth community
- guest speakers: invite successful individuals (especially young role models) to share their stories. Highlight their journey, emphasising the obstacles they overcame
- visual displays: create photo collages, videos, or displays showcasing the journey of young people. Include before and after snapshots or testimonials

Community events:

- youth showcases: host events where young people can showcase their talents, whether it is art, music, dance, or sports. Celebrate their skills and dedication
- community fairs: participate in local fairs or festivals. Set up a youth booth where young people can display their achievements and interact with the community
- open-mic nights: allow young people to express themselves through poetry, storytelling, or music. Celebrate their creativity and courage

Peer recognition:

- peer awards: encourage young people to nominate their peers for specific achievements. Let them vote on categories like 'most improved', 'best team player', or 'creative thinker'. Celebrate the winners collectively



Delivery and assessment guidance

- peer-appreciation circles: create a safe space where young people express appreciation for each other. They can share positive feedback, affirmations, or gratitude. This fosters a supportive environment

Skill showcases:

- skills workshops: organise workshops where young people can learn new skills, for example:
 - cooking
 - coding
 - photography

Celebrate their progress by showcasing their creations or projects:

- talent shows: host talent shows where young people perform their talents, whether it is singing, dancing, or magic tricks. Applaud their efforts and courage

Community impact:

- community-service awards: recognise young volunteers who contribute to their community. Highlight their impact, whether it is cleaning up a park, organising food drives, or mentoring younger children
- community partnerships: celebrate successful collaborations with local businesses, schools, or non-profit organisations. Acknowledge the collective effort in creating positive change

Personal growth:

- reflection journals: encourage young people to maintain journals where they reflect on their personal growth. Celebrate their insights and self-awareness.
- goal achievement: when a young person achieves a personal goal, for example:
 - overcoming shyness
 - improving communication skills
- celebrate their progress, share their stories with others

Inclusive celebrations:

- cultural festivals: celebrate diversity by organising cultural festivals. Young people can share their traditions, music, dance, and cuisine. Emphasise unity and understanding
- lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual (LGBTQIA+). Pride events, acknowledge and celebrate LGBTQIA+ youth
- create safe spaces where they can express their identities and feel accepted

Transition milestones:

- achievement and success: when young people transition from one programme or grade level to another, celebrate their growth. It could be moving from primary school to secondary school or completing a youth programme
- graduation celebrations: for older youth, celebrate secondary school or college graduations. Recognise their achievements and future aspirations



Delivery and assessment guidance

Creative showcases:

- art exhibitions: host art exhibitions where young people display their paintings, sculptures, or digital art. Celebrate their creativity and provide a platform for self-expression
- photography contests: organise photography contests where young photographers capture moments related to their lives, community, or emotions. Award prizes for the best compositions

Leadership recognition:

- youth leadership awards: recognise young leaders who have made a positive impact. Highlight their ability to inspire others, organise events, or lead community projects
- peer mentors: celebrate older youth who mentor younger peers. Acknowledge their commitment to supporting others' growth

Environmental stewardship:

- eco-champions: celebrate young environmentalists who actively participate in eco-friendly initiatives. Whether it is tree planting, beach cleanups, or recycling drives, recognise their efforts
- gardening competitions: if a youth programme involves gardening, hold friendly competitions for the best garden design or most sustainable practices

Life-skills achievements:

- cooking challenges: host cooking challenges where young people prepare meals or snacks. Celebrate their culinary skills and teamwork
- budgeting workshops: acknowledge young people who have learned financial literacy skills. Celebrate their ability to manage money wisely

Inclusivity and diversity:

- cultural-exchange days: celebrate different cultures within your youth group. Organise events where young people share their cultural traditions, music, and food
- disability-awareness events: raise awareness about disabilities and celebrate young advocates who promote inclusivity. Highlight their efforts to create accessible spaces

Sports and fitness achievements:

- sports tournaments: host friendly sports tournaments, for example football and basketball. Celebrate teamwork, sportsmanship, and individual achievements:
- fitness challenges: recognise young people who have improved their fitness levels. Whether it is running a certain distance or mastering yoga poses, celebrate their dedication

Digital media and technology:

- video production: encourage young people to create short videos on topics they care about. Celebrate their storytelling skills and technical abilities
- coding competitions: if a youth programme includes coding or programming, celebrate young coders who excel. Showcase their projects



Delivery and assessment guidance

LO7

7.1 Considering the young people:

- how did your leadership style seem to affect the young people's engagement and participation?
- did you feel like your leadership style was effective in achieving your goals for the group activity?
- would you adjust your approach depending on the age and needs of the young people you are working with? For example, leading a group of teenagers versus leading a group of primary school children

Reflection and Improvement:

- what are some strengths you identified in your leadership style when working with young people?
- are there any areas where you think you could improve your leadership approach?
- think of a specific example of a situation where you could have used a different leadership style with young people. How might it have changed the outcome?

7.2 Learners must evaluate their overall performance as a group worker and identify areas where they may need additional support or continuing professional development (CPD).



L3YW 8 Work-based practice in youth work (H/651/7362)

Unit summary				
This unit explores youth support work in practice. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	9 credits	86 GLH (includes 50 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting	1.1 Explain what is meant by young people's participation and empowerment
	1.2 Review a range of methods of empowering young people to participate in planning a youth work programme
	1.3 Use a planning model to create session plans for a youth work programme
	1.4 Analyse the rationale for developing the youth work programme
	1.5 Summarise the main stages of the youth work programme and activity planning
	1.6 Plan youth work activities using participation and empowerment principles to support young people's own development
	1.7 Comply with organisational policies, procedures and safeguarding requirements when planning the youth work programme
	1.8 Develop and manage budgets and resources in a format appropriate to the needs and capabilities of young people
2. Be able to deliver a youth work programme	2.1 Deliver a youth work programme upholding the principles and values of youth work including anti-oppressive practice
	2.2 Manage individuals in line with organisational procedures
	2.3 Undertake and adjust session plans to deliver a youth work programme
3. Be able to work effectively within a group activity	3.1 Plan a group activity which takes into account internal and external factors that influence effective groups
	3.2 Apply group work theory with a group of young people in a youth work setting
	3.3 Negotiate with group appropriate ground rules (which promote acceptance and understanding of others), for use in group activity
	3.4 Review group activity with an appropriate observer
	3.5 Reflect with an appropriate observer, the positives and negatives of the following: <ul style="list-style-type: none"> • group effectiveness • roles in group • own contribution to group
4. Be able to evaluate practice following the	4.1 Explain methods of evaluating and recording the effectiveness of activities in youth work programme



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
delivery of youth work programmes	4.2 Plan evaluation and recording methods for the youth work programme
	4.3 Evaluate and record the youth work programme
	4.4 Evaluate and record youth work programme requirements with young people using participation principles and inclusive practice
	4.5 Complete evaluation records for the programme delivered

Range

1. Be able to uphold the youth work principles and practice of participation and empowerment to plan activities with young people in a work-based setting.

1.1 Participation

Could include:

- involving young people actively in decision-making processes
- activities and programmes that directly affect them
- recognising their right to have a voice
- expressing their opinions
- contributing to shaping their own lives and the services they receive

Delivery and assessment guidance

This unit must be assessed in the real work environment; simulation is not permitted.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.1 Learners could reflect on work completed in the L3YW 2 principles of youth work unit to support this criteria.

They must be able to describe both concepts and give examples from their own practice.

In a youth work context, participation means:

- consulting with young people: seeking their input, ideas, and feedback on matters that impact them
- involving them in planning, designing, and evaluating activities or projects
- creating spaces where young people can express their views, share experiences, and collaborate with others
- empowering young people to take ownership of their involvement

Examples of participation include youth councils, focus groups, peer-led initiatives, and involving young people in programme design.

Useful models of participation to reference;



Delivery and assessment guidance

The Lundy model of child participation

Developed by academic Laura Lundy, professor of international children's rights at the School of Education at Queen's University of Belfast. This model provides a conceptual framework for understanding a child's right to participation, as laid down in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). The key elements of this model are listed below:

- space: creating physical and social environments where children and young people can express their views and engage in decision making. It emphasises the importance of providing safe and inclusive spaces for participation
- voice: opportunity for children and young people to express their opinions, thoughts, and ideas. It goes beyond mere consultation and aims to ensure that their voices are genuinely heard and respected
- audience: having someone who listens to what children and young people say. It involves ensuring that their views reach relevant decision-makers, policymakers, and practitioners
- influence: impact that children and young people's participation can have on decisions, policies, and outcomes. It goes beyond tokenism and aims for meaningful influence in shaping their lives and the services they receive

Hart's ladder of participation:

Developed by Dr Roger Hart, this model represents different levels of youth participation, ranging from non-participation to full empowerment.

The ladder consists of several rungs, each representing a different level of involvement:

- manipulation: young people are used as objects, and decisions are made for them without their input
- decoration: youth are consulted, but their opinions have minimal impact
- tokenism: young people's views are considered, but they lack real influence
- assigned but informed: youth receive information and are assigned tasks, but decision making remains with adults
- consulted and informed: young people's opinions are sought, and they receive feedback
- adult-initiated shared decisions: youth collaborate with adults in decision making
- youth-initiated and directed: young people take the lead in shaping decisions
- child-initiated, shared decisions with adults: youth and adults work together as equal partners
- child-initiated and directed: young people have full control over decisions

Young people's empowerment:

Empowerment allows young people to become active agents in their own development and contribute to the betterment of their communities. This should involve actively tipping the balances of power in favour of young people.

Empowerment refers to the intentional process of enabling young people to recognise their own agency, build confidence, and take control over their lives. It goes beyond merely providing information or resources; it involves fostering a sense of ownership, autonomy, and self-determination.

Key aspects of empowerment in youth work include:



Delivery and assessment guidance

- skills development: equipping young people with practical skills (communication, leadership, problem-solving) that empower them to navigate challenges
- critical thinking: encouraging them to question, analyse, and challenge societal norms and structures
- participation: involving them actively in decision-making processes related to their lives and the services they receive
- advocacy: supporting their ability to advocate for themselves and others
- creating safe spaces: where they feel respected, heard, and valued

Empowerment allows young people to become active agents in their own development and contribute positively to their communities.

Why empowerment matters:

- rights-based approach: empowerment aligns with the UNCRC, specifically Article 12, which recognises children's right to express their views freely and have those views taken seriously
- positive outcomes: empowered young people are more likely to engage in civic participation, make informed choices, and contribute to social change
- resilience: empowerment builds resilience by helping young people cope with adversity and develop a sense of self-worth
- long-term impact: when youth workers prioritise empowerment, they create a foundation for lifelong learning, growth, and active citizenship

UK Youth 2018 statement:

Youth participation is about young people having a say and influencing change in decisions that affect their lives, organisations and communities. In particular it means that:

- young people have an important contribution to make in decisions that impact on their lives, organisations and communities
- young people have the skills, knowledge and confidence to get involved with decision making
- a culture exists within which young people's opinions and contributions are recognised, valued and acted upon by wider society

These principles must be built on the foundations of positive relationships between young people and trusted adults, equality of opportunity and effective safeguarding. Young people must voluntarily participate in purposeful roles and be empowered to share views influencing real, visible and tangible outcomes.

1.2 Learners should identify and review four methods from the list below:

Youth-led consultations:

- description: organise regular consultations or focus groups specifically for young people. Invite them to share their ideas, preferences, and concerns related to programme activities
- benefits:
 - gives young people a voice
 - allows direct input into programme planning
 - fosters ownership and commitment



Delivery and assessment guidance

- considerations:
 - ensure diverse representation
 - create a safe space for open dialogue

Peer facilitation:

- description: train young people to facilitate discussions, workshops, or planning sessions. They can lead activities, discussion, and encourage participation
- benefits:
 - builds leadership skills
 - enhances peer-to-peer communication
 - encourages active involvement
- considerations:
 - provide training and ongoing support
 - balance peer facilitation with adult guidance

Youth advisory boards:

- description: establish a board composed of young people who meet regularly to advise on programme development. They can review proposals, suggest improvements, and advocate for youth perspectives
- benefits:
 - formalises youth input
 - creates a structured platform
 - enhances programme relevance
- considerations:
 - define roles and responsibilities clearly
 - recognise and appreciate their contributions

Co-design workshops:

- description: collaborate with young people in designing programme elements. Conduct workshops where they actively contribute to creating schedules, themes, and content
- benefits:
 - encourages creativity
 - strengthens programme alignment with youth interests
 - promotes shared ownership
- considerations:
 - be flexible and open to their ideas
 - balance youth input with practical feasibility

Digital platforms and surveys:

- description: use online platforms or surveys to gather feedback from young people. Ask about their preferences, needs, and desired programme features
- benefits:
 - overcomes geographical barriers



Delivery and assessment guidance

- allows asynchronous participation
- provides quantitative data
- considerations:
 - ensure accessibility for all
 - analyse and act on survey results

Youth ambassador programs:

- description: appoint youth ambassadors who represent their peers. They can advocate for youth issues, promote programmes, and provide insights
- benefits:
 - amplifies youth voices
 - creates role models
 - bridges communication gaps
- considerations:
 - rotate ambassadors periodically
 - support their capacity-building

Youth action research:

- description: engage young people in research projects related to youth issues, community needs, or programme evaluation. They can collect data, analyse findings, and propose actionable recommendations
- benefits:
 - develops research skills
 - encourages critical thinking
 - provides evidence-based insights
- considerations:
 - ensure ethical research practices
 - support their learning throughout the process

Youth-led workshops and training:

- description: let young people design and deliver workshops or training sessions for their peers or community members. They can share expertise, lead discussions, and facilitate learning
- benefits:
 - builds confidence
 - enhances communication skills
 - creates a sense of responsibility
- considerations:
 - Provide guidance on effective facilitation.
 - Acknowledge their expertise

1.3 and 1.5 One of the following models must be evidenced:



Delivery and assessment guidance

- needs, aims, outcomes/objectives, methods, implementation and evaluation (NAOMIE)
- specific, measurable, appropriate, realistic, time bound (SMART), or the learner's organisation's own preferred model of planning
- analysis, design, development, implementation, and evaluation (ADDIE) model

1.4 Learners must identify the rationale for the programme of activities and analyse it explaining the reasons for the activity, how the need was identified, and young people's involvement in the process.

This must take into account the following:

- individual needs
- group needs
- social context

1.6 Learners must evidence how they have applied the principles of participation and empowerment when planning activities and explain how this has supported the development of the young people involved.

1.7 Learners must be able to demonstrate in their youth work practice how they have considered and complied with appropriate policies, procedures and safeguarding requirements when they are planning a programme. In order to achieve this, learners must demonstrate compliance with two named relevant policies they are compliant with.

1.8 Learners must evidence the resources they have used, any developments made to them and how these have supported the needs/capabilities of the young people they are working with. Evidence can be witness statements, photos of the resources, assessor observation, and feedback from young people.

Suitable scenario examples could include:

Recreational

- organising a skating trip including budgeting for:
 - transport
 - refreshments
 - entrance
 - emergencies

Entertainment

- budgeting for a community event:
 - catering
 - publicity
 - venue
 - entertainment
 - staffing

Social action



Delivery and assessment guidance

- litter picking on a beach:
 - transport
 - refreshments
 - publicity
 - emergencies
- materials
 - bin bags
 - gloves

LO2

A youth work programme must demonstrate the four cornerstones of youth work practice. It should be educative, empowering, participatory, and attentive to equality diversity and anti-oppressive practice.

2.1 Learners must evidence an understanding of:

- the community in which they are operating
- barriers to access, not only to their provision but also to influence and power within the community
- how the learner challenged oppression and/or increased their understanding relating to equalities
 - reference to the Equality Act 2010 protected characteristics is required
 - age: this refers to a person's particular age or age range, for example 32-year-olds or 18- to 30-year-olds
 - disability: a person is considered disabled if they have a physical or mental impairment that substantially and adversely affects their ability to carry out normal day-to-day activities
 - gender reassignment: this pertains to individuals who undergo or propose to undergo a process to reassign their sex
 - marriage and civil partnership: marriage is the union between a man and a woman or between same-sex couples. Civil partnerships are legally recognised relationships for same-sex couples and opposite sex couples. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act 2010)
 - pregnancy and maternity: pregnancy refers to being pregnant or expecting a baby, while maternity covers the period after childbirth. Protection against maternity discrimination extends for 26 weeks after giving birth, including treating a woman unfavourably because she is breastfeeding
 - race: a racial group is defined by colour, nationality (including citizenship), ethnicity, or national origins. It can include distinct racial groups, such as Black British
 - religion or belief: religion encompasses any religious affiliation, including a lack of religion. Belief refers to religious or philosophical beliefs and includes a lack of belief. Generally, a belief should significantly impact life choices or how one lives to be included in this definition
 - sex: refers to being male or female
 - sexual orientation: this relates to a person's sexual attraction toward their own sex, the opposite sex, or both sexes

2.2 As part of preparing a youth work programme learners will lead others to ensure the following:

- everyone understands their own role within the programme



Delivery and assessment guidance

- all staff understand which organisational policies and procedures are relevant to the role they are undertaking, for example, health and safety risk assessment

Learners are required to demonstrate an understanding of management styles that are supportive and developmental for volunteers and assistant youth support workers.

2.3 Learners must keep detailed records of youth work activities/programmes they have been responsible for delivering. Where they have had to make adjustments to the plans, they should explain why the changes were made and how.

LO3

3.1 Learners must plan a group youth work activity by considering the following:

Group formation and dynamics:

- reasons for joining groups: people join groups for various reasons, such as task-focused goals, personal support, friendship, challenge, or a sense of belonging
- types of groups young people join: identify the different types of groups young people engage with, for example:
 - interest-based
 - peer support
 - recreational
- benefits of group membership: recognise the positive outcomes for young people when they participate in groups, for example:
 - skill development
 - social connections
 - empowerment
- effective group size: consider the optimal group size for different activities within the youth project. Smaller groups may foster deeper connections, while larger groups allow for diversity

Group development stages:

Tuckman's model:

- understand the stages of group development:
 - forming
 - storming
 - norming
 - performing
 - adjourning/mourning
- each stage has distinct characteristics and challenges

Roles within groups:

- describe the roles individuals play, for example:
 - leader
 - mediator
 - follower
- understand own role within the group



Delivery and assessment guidance

Barriers and characteristics of effective groups:

Effective groups:

- identify key characteristics of effective groups, for example:
 - clear communication
 - shared goals
 - trust
 - active participation

Barriers to group effectiveness:

- be aware of potential obstacles, for example:
 - lack of trust
 - dominant personalities
 - unclear focus
- address these barriers during planning

Active group work strategies:

- ground rules: negotiate ground rules with the group. These rules guide behaviour and interactions
- conflict management: prepare for conflict and learn strategies to address it constructively
- facilitation techniques: use facilitation skills to encourage participation, manage discussions, and maintain a positive atmosphere

External factors:

Peer group pressure and reputation:

- Build positive relationships with young people to counter negative influences

Family and personal issues:

- understand family dynamics, personal challenges, and erratic attendance
- provide sensitive support to address external factors

Leadership styles:

Appropriate leadership styles:

- different group stages and situations require varying leadership approaches, for example:
 - directive
 - participative
 - transformational

Your own leadership style:

- reflect on your leadership style when working with young people



Delivery and assessment guidance

- analyse how different styles impact group outcomes

3.2 Learners must demonstrate the application of one youth work theory with a group of young people in a youth work setting.

3.3 Learners must demonstrate negotiation based on the following principles.

- inclusive discussion
- involving the learners

Begin by discussing ground rules with the young people rather than imposing them. Encourage their active participation

Icebreaker activity:

- consider using an icebreaker activity to help everyone feel more relaxed and open to discussion

Understanding non-negotiables and identifying non-negotiable rules:

- determine which rules are non-negotiable, for example:
 - health and safety requirements
 - respect for others

Examples of non-negotiables:

- no anti-social behaviour
- respect for diverse views and beliefs
- keeping the area tidy

Negotiable rules and discussing flexible rules:

- some rules can be negotiated based on the group's preferences and needs

Examples of negotiable rules:

- eating and drinking during sessions
- use of mobile phones (switching them off during sessions)
- duration of breaks (for example, maximum of 20 minutes)

Positive language:

Frame rules positively:

- convert negative rules into positive statements
- example: instead of saying 'no eating or drinking during sessions', say 'eat and drink outside of the session'

Role modelling:



Delivery and assessment guidance

Lead by example:

- as a youth worker, adhere to the ground rules yourself
- set a positive tone: your behaviour influences how young people perceive and follow the rules

Methods for establishing ground rules:

Discussion and negotiation:

- facilitate a discussion where learners recognise acceptable behaviour and take ownership
- encourage listening, compromise, and demonstrate respect

Collaborative poster creation:

- have learners write down rules individually
- discuss in pairs and then join into groups to create a poster or list
- present the agreed-upon rules to the full group

3.4 Appropriate observers in this context must be Joint Negotiating Committee (JNC) professionally qualified Youth Workers.

3.5 Learners are encouraged to review the group work within a youth work setting component and the principles of youth work component when completing this AC.

LO4

4.1 Could include specific organisational methods. Should involve young people's participation.

Could include:

- questionnaires
- session-recording sheets
- reflective logs
- achievement of LOs

4.2 Learners are encouraged to review the group work within a youth work setting component and the principles of youth work component when completing this AC.

4.4 Learners must demonstrate two methods used to encourage the participation of young people in the evaluation of the youth work programme requirements.

4.5 The evaluation process should identify the planned methods to be used and should involve young people's participation and contribution and that of colleagues as well as the learner's own reflections and evaluation.



Delivery and assessment guidance

The evaluation undertaken by the learner should meet organisational requirements and therefore, where required, must be on appropriate organisations' paperwork/evaluation recording mechanisms.

To support delivery and assessment of 5.1, learners are encouraged to review group work within a youth work setting component, specifically AC5.1: reflect on methods used to evaluate and record youth work sessions.

DRAFT



L3YW 9 Reflective practice in a youth work setting (J/651/7363)

Unit summary				
This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	24 GLH (includes 2 work/placement hours)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles and values of reflective practice in youth work	1.1 Define reflective practice within a youth work setting
	1.2 Explain the benefits of reflection in developing youth work practice
	1.3 Evaluate approaches to reflective practice and their potential strengths and weaknesses
2. Be able to undertake self-directed reflection on own practice and continuing professional development (CPD)	2.1 Demonstrate regular reflection on own experience, skills and behaviour upholding the principles and values of reflective practice in youth support work
	2.2 Evaluate own areas of strength and potential areas for development
	2.3 Reflect individually and through supervision on practice in line with daily tasks to enhance the support young people receive
	2.4 Evaluate the development plan with own line manager
3. Be able to use reflection to develop own and others' practice	3.1 Identify line management styles that support and develop youth work practice in others
	3.2 Monitor outcomes of own work and others
	3.3 Review and revise own practice based on feedback from others
	3.4 Apply the result of own reflection and development to own practice
	3.5 Support others in reflective practice and provide constructive feedback to them around delivery
	3.6 Demonstrate how critical reflection can improve own and others' practice in line with organisational procedures
4. Be able to maintain CPD opportunities that support own youth work practice	4.1 Summarise relevant sources of information that can support own CPD on a regular basis
	4.2 Use sources of information appropriately in order to demonstrate the impact and benefits of youth support work
	4.3 Explain the value of reflective practice and CPD in relation to youth support work

Range
4. Be able to maintain CPD opportunities that support own youth work practice
4.1 Sources:
Could include:
<ul style="list-style-type: none"> Young People Now: cypnow.co.uk National Youth Agency (NYA): nya.org.uk



Range

- In defence of youth work: indefenceofyouthwork.com
- Youth and Policy: youthandpolicy.org
- social media

Delivery and assessment guidance

This unit must be assessed in the real work environment.

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, simulation is permitted. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) to triangulate the evidence.

The additional delivery and assessment guidance is mandatory for this unit and therefore must be referenced by tutors and assessors.

LO1

1.1 Reflective practice aims to prepare learners to become professional reflective practitioners, being able to interpret the information they have received and develop this understanding to make decisions in practice. After reflection, when they have been involved in something similar, they would approach it differently (Light and Cox 2001).

Learners must research authors who defined reflective practice within the context of youth work.

Could include:

- Donald Schon's model of reflection (1991)
- Gibbs' reflective cycle (1988)
- Kolb (1984, 2015)
- Brookfield (2005)
- Rolfe (2001)
- the Johari Window (Luft and Ingham, 1955)
- Bernard (1994)

Give examples of how reflective practice relates to a youth work setting.

1.1 We can learn from every experience, our own and observing others.

Some benefits of reflection might include:

make improvements for future practice, when things go right or wrong
 develop a greater level of self-awareness
 better planning and allocating funds as the experiences can be taken into consideration
 helps develop evaluation skills, when applying for funding or reporting to management
 improves practice in health and safety

1.3 Use the authors discussed in 1.1 to evaluate their potential strengths and weaknesses.



Delivery and assessment guidance

Suggested methods for reflecting on practice to evaluate:

- observations and recordings
- individual action plans or reviews
- peer/personal evaluations
- young people's testimonies
- supervision or appraisal notes

LO2

2.1 Learners must reflect on an activity they were responsible for. Think about:

- what went well
- what could be improved
- what you would do differently next time
- whether goals were realistic
- whether goals were achieved
- what improvements need to be made
- how this will improve future practice

Learners must have between three and five examples of reflection.

Reference should also be made to how principles and values of reflective practice are upheld in practice.

2.2 Learners must put together a strengths, weaknesses, opportunities, threats (SWOT) analysis relating to their own practice, skills and experience. Evaluate the gaps in their skills, experience and opportunities and think about areas they need/want to develop.

2.3 Using 2.2 as well as the learner's organisational objectives, learners are to create a plan to address their learning and support needs in relation to the daily tasks they carry out.

2.4 Using 2.2 and 2.3. This can take place through formal appraisals, supervisions, feedback sessions, CPD or less formal discussions. Learners are to keep a record of the meetings and the outcomes.

LO3

3.1-3.6 LO3 can link to aspects covered in LO2. Focus on developing critical analysis skills in order to develop practice. Be open and honest with yourself and show how feedback from others has impacted on your own development and practice. You may include an update of a personal development plan (PDP) from LO2.

LO4

4.2 To complete this activity, use three sources such as but not limited to those mentioned in 4.1 to demonstrate the impact and benefit of youth support work.



Delivery and assessment guidance

4.3 Refer to personal examples of where reflective practice has identified opportunities for professional development, and how this has benefitted your youth work practice.

DRAFT



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Assessment Strategy Awards, Certificates and Diplomas in Youth Work Practice and Youth Work Practice (Wales) (Level 2 and Level 3)

Introduction

The National Youth Agency Education Training Standards Committee (ETS) England and ETS Wales are responsible for the development and endorsement of youth work qualifications in England and Wales based on the National Occupational Standards (NOS) in partnership with Awarding Organisations/Bodies (AO/Bs). ETS England and ETS Wales have developed an assessment strategy for all AO/Bs that are awarding the Youth Work in Practice and Youth Work in Practice (Wales) qualifications. This assessment strategy sets standardised and consistent quality assurance expectations for AO/Bs.

The strategy has been developed in consultation with the Youth and Community sector and by agreement with AO/Bs. It provides overarching principles for AO/Bs to use and covers:

- how external quality control of assessment will be achieved
- a definition of those aspects of the standards which must always be assessed through performance in the workplace
- the extent to which simulated working conditions can be used to assess competence
- occupational expertise requirements for trainers and assessors and those providing quality assurance

The strategy complements the regulatory requirements that AO/Bs must meet when awarding qualifications as required by Ofqual in England and Qualifications Wales.

ETS England and ETS Wales work in partnership with the AO/Bs to meet their quality assurance expectations in relation to the Level 2 and 3 Youth Work Practice qualifications. Further guidance and support can be provided on request.

1. Knowledge based units of assessment

ETS England and ETS Wales, sector-based organisations and AO/Bs have developed level 2 and level 3 Youth Work Practice and Youth Work Practice (Wales) qualifications, underpinned by knowledge and competency learning, which enable youth workers to work effectively within the sector. The qualifications are informed by the NOS for Youth Work (2012). Assessment methods for the knowledge-based units will be developed by AO/Bs which are proportionate to the level and breadth of knowledge. They must use resources effectively and be contextualised to workplace practices. L3YW 2 Principles of youth work is a knowledge-based unit and must be assessed accordingly.



2. Competency based units of assessment

The assessment strategy requires the AO/Bs to provide detail to ETS England and ETS Wales on each of the following listed below:

Quality assurance

The exact process and frequency of the quality assurance activities, including visits, will be determined following risk assessment by the AO/Bs. Where possible, AO/Bs must promote to the centres the value of rotating those individuals who are undertaking quality assurance internally to encourage standardisation, independence of assessment and the sharing of good practice.

3. Workplace assessment

The Assessment Strategy is based on the principles that for assessment of competency:

- the workplace is the primary assessment location
- the primary source of evidence will come from naturally occurring workplace activities and products, produced under normal working conditions

Assessment evidence

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

- across units that naturally link together
- where self-evaluation and working with others is required, the evidence may be collected within the normal workplace requirements
- performance evidence will be gathered, wherever possible, from naturally occurring evidence collected in the workplace
- evidence must be authentic, current, sufficient, fit for purpose and valid

Workplace evidence may be collected in the context of full time, part time, casual or voluntary employment. Assessment may also be undertaken in a 'work placement' (for example, full time learners placed into a work environment for an appropriate period of time or on a regular basis).

4. Use of simulation

Exceptionally, use of simulation is permitted under a number of circumstances to assess competence:

- where a unit is primarily based on underpinning knowledge but can be contextualised to the workplace within a competency qualification
- where a lack of opportunity for workplace assessment may be a barrier to a learner accessing or achieving an Award, Certificate or Diploma in Youth Work Practice or Youth Work Practice (Wales)
- where specific adjustments for a given learner prevent access to the workplace or to activities designed to assess learning
- where there may be issues of confidentiality / safeguarding for young people



Where simulation is used, it **must** be designed to ensure that:

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

Note: Units L3YW 7 Group work within a youth work setting and L3YW 8 Work-based practice in youth work cannot be assessed via simulation.

5. Occupational expertise of trainers, assessors and those assuring quality

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

Trainers/tutors must:

- for the delivery of L3YW 2 Principles of youth work and L3YW 8 Work-based practice in youth work units, be a Joint Negotiating Committee (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 nya.org.uk and ETS Wales website ets.wales
- for the delivery of level 3 principles of youth work and work-based practice in youth work units, have a minimum of three years practice experience
- for the delivery of other mandatory units, as a minimum hold a Level 3 Youth Support Worker (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last three years
- the remaining units must be delivered by experienced practitioners with expertise in the subject area
- have a sound understanding of NOS 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, within the last three years
 - this could include, for example, youth work practice, supervision of practitioners or training delivery

Assessors must:

- for the assessment of L3YW 2 Principles of youth work and L3YW 8 Work-based practice in youth work 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 three years



- This could include, for example, youth work practice, supervision of practitioners or training delivery
- for qualification assessment excluding assessment of principles of youth work and work-based practice in youth work units, hold a Level 3 Youth Support Worker (JNC) qualification with a minimum of three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last three years
- have a sound understanding of the NOS for Youth Work
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales
- hold or be working towards a recognised assessor qualification** ^^ (i.e. D32/33, A1);
- be committed to, and able to evidence, further training and development

** Individuals that do not hold a recognised qualification will be expected to obtain one within 24 months of approval.

^^ Individuals that do not hold a recognised qualification must have their assessment/moderation decisions countersigned by a qualified member of staff.

Those internally assuring quality must:

- hold a JNC Professional Youth Work qualification and three years' practice experience, with field work experience in the context of youth work, community work, community education or the voluntary community sector, and/or have broader relevant experience across the youth and community sector in a capacity recognised by the JNC/ETS within the last three 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 NOS 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 (for example, D.34, V1)
- be committed to, and able to evidence, further training and development

Those externally assuring quality must:

- hold a JNC professional youth work qualification or an aligned professional qualification (one that is related to children, young people and families, teaching or social work)
- have a sound understanding of the NOS for youth work
- have recent experience of external quality assurance
- hold or be working towards an external quality assurance qualification
- have a sound understanding of the requirements for assessment within Ofqual/Qualifications Wales



Summary of minimum qualification requirements:

Minimum Qualification Requirements for JNC Youth Work Practice Qualifications			
Units	Trainers/assessors	Internal QA	External QA
L3YW 2 Principles of youth work	JNC Professional Youth Worker *	JNC Professional Youth Worker *	JNC Professional Youth Worker **
L3 YW 8 Work-based practice in youth work	JNC Professional Youth Worker *		
Mandatory units L2	JNC Youth Support Worker Level 3		
Mandatory units L3	JNC Youth Support Worker Level 3		
<p>* JNC Professional Youth Worker - the holder of a 'professional youth worker qualification' for example, someone with a qualification on the lists of recognised qualifications held by the NYA, ETS Wales, Community and Learning Development (CLD) Standards Council Scotland or North/South Education and training Standards (NSETs) (Ireland/Northern Ireland). For example, this could be a Level 5 DipHE/Foundation Degree (if enrolled before 2010) or a Level 6 BA(Hons) or a Level 7 PgDip/Masters.</p> <p>** Professional Youth Worker – the holder of a recognised professional youth work qualification – or similar in an aligned field (one that is related to children, young people and families, teaching or social work).</p>			

6. Review and evaluation of the strategy

ETS England and ETS Wales and the AO/Bs will regularly monitor the effectiveness of the assessment strategy. It will be reviewed annually and revised, where necessary.

Mechanisms will be established through the AO/Bs annual meetings with ETS England and ETS Wales to enable AO/Bs to provide feedback that will assist in the review and evaluation of the assessment strategy. The feedback will also be used to review assessment and quality assurance practices, identify and promulgate good practice and inform improvement to the strategy and to future revisions to NOS and qualifications.



Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.



Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet
- Internal Assessment Sample Tasks

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	L3YW 1	K/651/7355	Young people's development	3	3	23	
★	L3YW 2	L/651/7356	Principles of youth work	3	4	30	
	L3YW 3	M/651/7357	Safeguarding in a youth work setting	3	4	25 GLH (includes 3 work/placement	
	L3YW 4	R/651/7358	Engaging and communicating with young people	3	4	20 GLH (includes 5 work/placement	
	L3YW 5	T/651/7359	Anti-discriminatory practice in a youth work setting	3	3	20 GLH (includes 5 work/placement	
	L3YW 6	D/651/7360	Working with behaviour that challenges in a youth work setting	3	3	14 GLH (includes 2 work/placement	
	L3YW 7	F/651/7361	Group work within a youth work setting	3	6	50 GLH (includes 13 work/placement	
	L3YW 8	H/651/7362	Work-based practice in youth work	3	9	86 GLH (includes 50 work/placement	



L3YW 9	J/651/7363	Reflective practice in a youth work setting	3	3	24 GLH (includes 2 work/placement)	
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