NCFE CACHE Level 2 Certificate in Youth Work
QN: 610/8248/X
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Qualification Specification

National Youth Agency

Qualification summary

Qualification title	NCFE CACHE Level 2 Certificate in Youth Work
Ofqual qualification number (QN)	610/8248/X
Guided learning hours (GLH)	155
Total qualification time (TQT)	210
Credit value	21
Minimum age	16
Qualification purpose	The level 2 Certificate in Youth Work has been developed in collaboration with the National Youth Agency (NYA) and is designed for learners who regularly volunteer or work in a Level 2 youth worker role, as defined by the Standard Qualification Framework (SQF) for Youth Work. This qualification is designed for learners who want to develop the knowledge, understanding and skills needed to work effectively with young people in a youth work setting. This qualification includes a practical youth work requirement. To achieve the qualification, learners must be actively engaged in youth work practice and complete a minimum of 40 hours of youth work practice during their studies, either through paid employment or voluntary work.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	The learner must be employed or volunteering in a youth work role in an appropriate setting and must complete a minimum of 40 hours to meet the assessment requirements of this qualification.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/8248/X.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Contents

Qualification summary **2**

Section 1: introduction **4**

Aims and objectives 4
Support Handbook 4
Guidance for entry and registration 4
Achieving this qualification 5
Age range covered by the qualification 5
Progression including job roles 5
Staffing requirements 5
Resource requirements 5
Work/industry placement experience 5
How the qualification is assessed 6
Internal assessment 6

Section 2: unit content and assessment guidance **7**

Unit 01 Anti-discriminatory practice in youth work (F/652/4282) 8
Unit 02 Evaluation and feedback in youth work (H/652/4283) 10
Unit 03 Principles and practice in youth work (J/652/4284) 12
Unit 04 Roles and responsibilities in youth work (K/652/4285) 16
Unit 05 Reflective practice in youth work (L/652/4286) 20
Unit 06 Safeguarding young people in youth work (M/652/4287) 23
NCFE assessment strategy 26
National Youth Agency (NYA) assessment strategy 26

Section 3: explanation of terms **27**

Section 4: support **29**

Support materials 29
Useful websites 29
Other support materials 29
Reproduction of this document 29

Contact us **30**

Appendix A: units **31**

Mandatory units 31

Change history record **32**

DRAFT

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 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:

- promote youth work values and principles
- raise knowledge and understanding of youth work practice
- develop skills application in youth work

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 level 2 learners who want to work in a youth work role in a range of settings with young people aged 11 to 25.

It may also be useful to learners studying qualifications in the following sectors/areas:

- health and social care
- education.

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/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 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.

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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 **all 6 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 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 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 at level 2
  - youth club worker at level 2
- further education:
  - level 3 in youth work
  - level 3 in health and social care
  - level 3 in education.

Staffing requirements

When delivering this qualification, tutors, assessors and internal quality assurers (IQAs) must meet the requirements of the National Youth Agency (NYA), which are fully outlined in the assessment strategy in Section 2 of this Qualification Specification.

In summary, tutors and assessors must have a sound understanding of the Standard Qualification Framework (SQF) for youth work

In addition, tutors must be able to evidence continuing professional development (CPD), including fieldwork activities, within the last three years.

Please see the assessment strategy in Section 2 for guidance around quality assurance requirements.

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.

Work/industry placement experience

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This qualification requires learners to complete a minimum of 40 hours of mandatory work/industry placement experience throughout the duration of the qualification, before certification.

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)

Learners must be successful in this component to gain the NCFE CACHE Level 2 Certificate in Youth Work 610/8248/X.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification 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 for the six internally assessed units, which can be found within a separate document on the qualification page via 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 LOs for six units and provide opportunities for stretch and challenge. For further information about contextualising 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 suitable evidence for the portfolio for each unit 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.

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including level, credit and guided learning hours (GLH).

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.

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Unit 01 Anti-discriminatory practice in youth work (F/652/4282)

Unit summary				
In this unit learners will understand, apply and reflect on anti-discriminatory practice in youth work, including how to contribute to inclusive environments for young people.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand key principles of anti-discriminatory practice	1.1 Explain the terms: • equality • equity • diversity • inclusion • belonging • discrimination • prejudice • bias
	1.2 Explain how **anti-discriminatory practice** supports effective youth work practice
2. Be able to apply anti-discriminatory practice as a youth worker	2.1 Describe **ways** youth workers demonstrate anti-discriminatory practice in youth work
	2.2 Demonstrate anti-discriminatory practice in own youth work
	2.3 Contribute to an **inclusive youth work environment** in own practice
3. Be able to reflect on own youth work practice to strengthen anti-discriminatory practice	3.1 **Reflect** on own anti-discriminatory practice
	3.2 Develop a **plan** to improve own anti-discriminatory practice

Range, delivery and assessment guidance
The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience. A range of resources to support learners are available through the National Youth Agency's (NYA) resource library. When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.
1. Understand key principles of anti-discriminatory practice
1.2 Anti-discriminatory practice is key to how youth workers work with young people. Learners should be aware of current legislation, which is relevant to their work, such as the Equality Act 2010.
2. Be able to apply anti-discriminatory practice as a youth worker
2.1 Ways

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Range, delivery and assessment guidance
Learners should be reflecting on and developing their approach to anti-discriminatory practice. This could include: • challenging • questioning • being curiosity • advocating • undertaking project work • raising awareness • using language appropriately • recognising own and others' biases
2.3 Inclusive youth work environments Youth work environments should be inclusive, and learners can contribute to this by: • challenging discrimination • recognising barriers to participation • adapting activities for inclusion • promoting equality • creating safe and respectful environments
3. Be able to reflect on own youth work practice to strengthen anti-discriminatory practice
3.1 Reflect Learners should explore how personal attitudes, values and beliefs may influence own practice and interactions with others.
3.2 Plan Learners should recognise and identify areas for own growth and development in relation to anti-discriminatory practice.

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

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Unit 02 Evaluation and feedback in youth work (H/652/4283)

Unit summary				
Learners will understand the purpose and benefits of evaluation and feedback in youth work, accurately record outputs and feedback from their own practice, and use this information to evaluate own delivery				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the purpose of evaluation and feedback in youth work	1.1 Outline the **purpose of evaluation and feedback** in youth work
	1.2 Describe the **benefits of evaluation and feedback** for: • young people • youth workers • organisations • local community
2. Be able to record information accurately	2.1 Record **outputs** from own youth work practice
	2.2 Record **feedback** from own youth work practice
3. Be able to evaluate own practice	3.1 **Evaluate** own delivery of a youth work activity
	3.2 Based on feedback create an action plan to **develop own practice**

Range, delivery and assessment guidance

The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience.

A range of resources to support learners are available through the National Youth Agency's (NYA) resource library.

When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.

1. Understand the purpose of evaluation and feedback in youth work

1.1 Purpose of evaluation and feedback

Learners should understand the purpose of evaluation and feedback in youth work which could be used to:

- assess impact
- identify change in young people
- recognise impact of good youth work on the wider community
- facilitate participation
- understand impact
- develop and reflect on practice

1.2 Benefits of evaluation and feedback

Learners should recognise the wide range of benefits of evaluation and feedback which may include:

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Range, delivery and assessment guidance
• learning and development • identifying strengths and weaknesses • evidence based practice • demonstrating impact • recognising success and failure • understanding scope of practice
2. Be able to record information accurately
2.1 Outputs Recording outputs should allow the youth worker the opportunity to gather information including: • evaluation • outcomes and next steps • collaboration • reporting
2.2 Feedback Feedback can be gathered from young people, stakeholders, and work colleagues. Methods for gathering feedback may include: • recall • asking questions • listening • process recording • understanding change
3. Be able to evaluate own practice
3.1 Evaluate Draw conclusions from own work, using examples to demonstrate understanding of own learning derived from working practice.
3.2 Develop own practice Make recommendations for improvements to practice and consider ways or action to take to support future learning.

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

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Unit 03 Principles and practice in youth work (J/652/4284)

Unit summary
Learners will understand the key purposes, principles and values of youth work, including adolescent development, relational practice, participation and inclusion. Learners will apply these principles to own youth work practice.
Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 2	6 credits	40 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purposes, principles and models of youth work practice	1.1 Explain the key **purposes of youth work**
	1.2 Outline the core **principles and values** of youth work
	1.3 Outline the **ethical responsibilities** of youth workers
	1.4 Identify different **models of youth work practice**
	1.5 Explain how youth work supports personal, social, and emotional development
	1.6 Describe how youth work helps young people engage with their **social context**
2. Understand adolescent development and support needs	2.1 Describe key stages of **adolescent development** (social, emotional, physical, cognitive)
	2.2 Explain how development influences young people's behaviour and needs
	2.3 Identify different sources which support the social, emotional, physical, and cognitive development of young people
	2.4 Explain ways of enabling young people to **access appropriate information and support**
3. Understand relational practice and engagement with young people	3.1 Explain the importance of building **professional relationships** with young people
	3.2 Explain the importance of professional boundaries in relational practice
4. Be able to apply relational practice in youth work	4.1 Demonstrate **ways** to engage with young people in own youth work practice
	4.2 Reflect on how trust and respect are developed in own youth work relationships
5. Understand participation and inclusion in youth work practice	5.1 Define **participation** in youth work
	5.2 Outline key principles of participation
	5.3 Explain the importance of **youth voice** and choice
	5.4 Describe the importance of group work
	5.5 Outline different approaches to managing and resolving conflict
6. Be able to apply youth work principles in practice	6.1 Apply participation principles when: • planning a youth work activity • supporting the delivery of a youth work activity

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Range, delivery and assessment guidance
The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience. A range of resources to support learners are available through the National Youth Agency's (NYA) resource library. When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.
1. Understand the purposes, principles and models of youth work practice
1.1 Purposes of youth work Learners should understand the key purposes of youth work including: • empowering young people • promoting youth voice • supporting growth and development • enabling personal, social, emotional development • making healthy attachments • understanding impact • developing self-practice **1.2 Principles and values** Youth work is a values-based practice that is underpinned by the core principles of: • safety and wellbeing • inclusion • equity, equality, diversity • respect • tolerance and understanding • voluntary participation • social justice and advocacy • informal education • young person-centred practice • democracy **1.3 Ethical responsibilities** Youth work has a Code of Ethics that supports youth workers to make sound, values led decisions in their practice. Learners should explore the Code of Ethics to understand their ethical responsibilities. **1.4 Models of youth work practice** Youth work takes place in many spaces and places and uses different models depending on the needs and context of the young people.

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Range, delivery and assessment guidance
1.6 Social context Young people live within a range of social contexts. Youth workers can support young people to understand and navigate these social contexts such as: • local community • school • college • social groups • online community • family structure
2. Understand adolescent development and support needs
2.1 Adolescent development Youth workers work with young people from the ages of 11 to 25 which is a key time in a person's development. Youth workers should understand adolescent development and how it can influence young people. Learners should explore: • emotional development (identity, self-esteem) • social development (peer relationships, independence) • cognitive development (decision-making, risk-taking) • physical development **2.4 Access appropriate information and support** A range of information and support is available for young people both in person and online. When supporting young people to access support, leaners should think about: • the range of information, advice and support available to young people, both online and in person • appropriate sources of information, advice and support • ways to access information and support safely and appropriately.
3. Understand relational practice and engagement with young people
3.1 Professional relationships Relational practice sets youth work apart from other work with young people. Building professional, bounded relationships with young people is core to youth work.
4. Be able to apply relational practice in youth work
4.1 Ways Youth workers use a range of ways to engage young people, including, but not limited to: • conversation • games • reflection • negotiation • advice

DRAFT

Range, delivery and assessment guidance
• encouragement
5. Understand participation and inclusion in youth work practice
5.1 Participation Involves: • making contributions • being actively involved • developing a sense of belonging. **5.3 Youth voice** Involves advocating for, representing, and listening to the views and perspectives of young people.

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

DRAFT

Unit 04 Roles and responsibilities in youth work (K/652/4285)

Unit summary
Learners will develop the teamwork and communication skills required to work effectively with colleagues, while also gaining an understanding of types of organisations in youth work and their role within their own organisation.
Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand types of organisations where youth work takes place	1.1 List different **organisations** where youth work takes place
	1.2 Compare and contrast different **functions** of own organisation and another organisation
2. Understand own organisation's policies and procedures	2.1 Identify **policies and procedures** relevant to youth work in own organisation
	2.2 Explain why policies and procedures are important in youth work
3. Understand role in own organisation	3.1 Outline **responsibilities of own role**
	3.2 Explain the **boundaries of own role**
	3.3 Describe when and how to seek **appropriate support** in own organisation
4. Be able to work as part of a team	4.1 Explain the importance of effective **teamwork** in youth work
	4.2 Identify characteristics of **good communication** in a team
	4.3 Use a range of communication methods to **communicate with colleagues**
	4.4 Demonstrate working as part of a team

Range, delivery and assessment guidance

The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience.

A range of resources to support learners are available through the National Youth Agency's (NYA) resource library.

When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.

1. Understand types of organisations where youth work takes place

1.1 Organisations

Where youth work takes place has expanded and youth workers now work and volunteer in a range of organisations across the statutory, private, and community sector. These include:

- local authorities
- secure units
- schools
- hospitals
- uniformed groups

DRAFT

Range, delivery and assessment guidance
• national and local charities **1.2 Functions** Functions of an organisation may include: • finance • human resources • learning and development • project delivery • comms and marketing • governance • research • safeguarding
2. Understand own organisation's policies and procedures
2.1 Policies and procedures Organisations will have several policies and procedures, youth workers need to be aware of the policies and procedures in their own organisation which are relevant to youth work. These may include: • safeguarding • equality and diversity • recruitment • health and safety
3. Understand role in own organisation
3.1 Responsibilities of own role Responsibilities associated with own role are usually listed on a job description for employed youth workers or role profile for volunteers. **3.2 Boundaries of own role** Tasks outside the scope of own role may include: • managing others • supervision of others • programme planning and evaluation Learners should be able to identify the limitations of the support they can offer to a young person. **3.3 Appropriate support** Reasons for accessing appropriate support may include: • to provide specialist support to a young person • to protect personal wellbeing • to ensure required resources are available

DRAFT

4. Be able to work as part of a team

4.1 Teamwork

Benefits of teamwork include:

- improved communication:
  - sharing information, ideas and feedback effectively
- shared responsibility:
  - distributing tasks and responsibilities across team members
- greater problem-solving:
  - combining different skills, knowledge and perspectives
- increased productivity:
  - working together can help tasks be completed more efficiently
- improved relationships:
  - developing trust, cooperation and positive working relationships.

4.2 Good communication

Working as part of a team includes communicating effectively. This involves:

- listening actively
- observing body language
- reflecting on interactions and experiences
- demonstrating empathy
- engaging in conversation
- avoiding interruptions
- showing curiosity
- asking effective questions
- seeking agreement
- making informed decisions

4.3 Communicate with colleagues

Methods of communication may include:

- face-to-face communication:
  - conversations, meetings and discussions
- email:
  - sharing information, updates and documents electronically
- telephone:
  - communicating directly through calls
- video conferencing:
  - holding meetings and discussions remotely
- written communication:
  - using letters, reports, notices, memos or other workplace documents.

DRAFT

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

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Unit 05 Reflective practice in youth work (L/652/4286)

Unit summary				
Learners will understand reflective practice in youth work and use it to review their own practice and values. They will reflect with an experienced youth work professional to identify areas for development and inform future learning.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand reflective practice in youth work	1.1 Define reflective practice
	1.2 Explain the benefits of **reflective practice** in youth work
	1.3 Identify **models** that can be used to support reflection
2. Be able to reflect on own youth work practice	2.1 Reflect on own contribution to a youth work activity
	2.2 Describe own feelings and reactions
	2.3 Identify own: • successes • challenges
3. Understand youth work values from a personal perspective	3.1 State **youth work values**
	3.2 Recognise **own values**
	3.3 Compare youth work values with own values
4. Be able to reflect with experienced youth work professionals	4.1 Prepare for a reflective discussion with an **experienced youth work professional**
	4.2 **Contribute to a reflective discussion** with an experienced youth work professional
	4.3 Use reflective discussion to inform future practice and ongoing learning

Range, delivery and assessment guidance

The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience.

A range of resources to support learners are available through the National Youth Agency's (NYA) resource library.

When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.

1. Understand reflective practice in youth work

1.2 Reflective practice

Reflective practice is a cornerstone to youth work and has many benefits including:

- developing curiosity
- building self-awareness
- improving practice
- reframing challenges

Range, delivery and assessment guidance

1.3 Models

Reflecting during a youth work activity as well as after is important for a learner's development.

Models that can support learners to reflect include:

- recalling and describing
- identifying opportunities for development

3. Understand youth work values from a personal perspective

3.1 Youth work values

Youth work is a value-based practice with its own Code of Ethics. Youth work values include, but aren't limited to:

- respect
- democracy
- trust
- challenge
- youth voice
- autonomy
- young person-centred practice
- voluntary participation
- informal education

3.2 Own values

Understanding own values is important as these influence own youth work practice. Learners should identify their personal values. Below is a list of values which may support this:

- integrity
- kindness
- diversity
- respect
- work ethic
- patience
- tolerance
- honesty

4. Be able to reflect with experienced youth work professionals

4.1 Experienced youth work professional

Learners should be able to identify experienced youth professionals who can support them with reflection.

4.2 Contribute to a reflective discussion

Working with an experienced youth worker, the learner should reflect on their practice and identify an area of development.

DRAFT

Range, delivery and assessment guidance
This should be specific, such as confidence in: • talking to young people • approaching a young person • planning and leading an activity (with support) • approaching conflict The learner should then create an action plan, with support, to develop their work with young people in the identified area.

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

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Unit 06 Safeguarding young people in youth work (M/652/4287)

Unit summary				
Learners will understand safeguarding principles in youth work, including legal and organisational responsibilities, recognising concerns, and responding in line with procedures. This unit does not replace workplace safeguarding training.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**3 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles of safeguarding in youth work	1.1 Define **safeguarding**
	1.2 Outline the **importance of safeguarding** in youth work
	1.3 Identify the **legal and organisational** responsibilities for safeguarding young people
	1.4 Describe the **different types of responsibilities** of those involved in safeguarding
2. Know how to recognise safeguarding concerns	2.1 Describe possible **indicators** that a young person may be at risk of harm
	2.2 Explain **factors** that may increase a young person's vulnerability
3. Understand the process for safeguarding in own organisation	3.1 Describe the actions to take when a safeguarding concern arises, in line with own organisational procedures
	3.2 Explain the importance of **recording** safeguarding concerns accurately
	3.3 Explain the importance of **confidentiality** and restrictions on **information sharing**
4. Be able to contribute to safe youth work practice	4.1 Demonstrate how to promote: • a **safe environment** • young people's wellbeing
	4.2 Contribute to a **risk assessment**
	4.3 Discuss good practice for **online and digital** safeguarding

Range, delivery and assessment guidance

The range and delivery and assessment guidance identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge which will benefit their learners, based on location, types of work available and the tutor's own professional experience.

A range of resources to support learners are available through the National Youth Agency's (NYA) resource library.

When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.

1. Understand the principles of safeguarding in youth work

1.1 Safeguarding

Learners should be able to define the term safeguarding, including terms such as:

- protecting young people from harm

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Range, delivery and assessment guidance

- preventing harm to young people
- taking action to promote young people's safety

1.2 Importance of safeguarding

It is important that young people are safe when taking part in youth work activities. Learners should understand that the role of safeguarding is the responsibility of all involved in youth work.

1.3 Legal and organisational

Learners should have access to their organisation's safeguarding policy.

Learners should be aware of legislation such as:

- The Children Act 1989
- Working Together to Safeguard Children 2026

1.4 Different types of responsibilities

The responsibility of safeguarding is relevant to all, but some people carry special responsibilities such as:

- designated safeguarding officer
- local authority designated officer
- organisational governance

Learners should be able to describe the different types of responsibilities of roles.

2. Know how to recognise safeguarding concerns

2.1 Indicators

Youth workers need to be aware that indicators of risk vary and may be obvious or not. The National Society for the Prevention of Cruelty to Children (NSPCC) website has resources for learners on spotting the signs of abuse.

2.2 Factors

Factors that may increase a young person's vulnerability can include:

- not attending school
- not in education, employment or training (NEET)
- being in care
- being a carer
- having a protected characteristic (for example, age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

3. Understand the process for safeguarding in own organisation

3.2 Recording

Recording of safeguarding concerns should be done as quickly as possible. Methods for recording concerns can include:

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Range, delivery and assessment guidance
• voice/ video recording • note taking • diary entries • session recording **3.3 Confidentiality** Learners should be aware of own organisation's policies and procedures for recording confidential information. **3.3 Information sharing** Learners should understand how own organisation shares information and what restrictions apply.
4. Be able to contribute to safe youth work practice
4.1 Safe environment Within a youth work setting, learners can contribute to a safe environment by: • using risk assessments • maintaining staff to young people ratios • knowing first aid equipment availability • following health and safety procedures • following safeguarding policies • listening actively to young people and taking their concerns seriously • creating a welcoming and supportive atmosphere **4.2 Risk assessment** Learners should be able to contribute to a risk assessment in line with own role and level of responsibility. **4.3 Online and digital** Youth work settings can include online and digital platforms that are used to communicate and work with young people. Learners should be able to discuss safeguarding practice and how it relates to online youth work and the use of digital platforms.

Evidence type
Evidence could include: • written account • reflective account • written task • case study • observation • professional discussion

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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.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

National Youth Agency (NYA) assessment strategy

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Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

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Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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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.

Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of this qualification.

- National Youth Agency.

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

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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Appendix A: units

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	F/652/4282	Anti-discriminatory practice in youth work	2	3	25
Unit 02	H/652/4283	Evaluation and feedback in youth work	2	3	25
Unit 03	J/652/4284	Principles and practice in youth work	2	6	40
Unit 04	K/652/4285	Roles and responsibilities in youth work	2	3	20
Unit 05	L/652/4286	Reflective practice in youth work	2	3	20
Unit 06	M/652/4287	Safeguarding young people in youth work	2	3	25

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Change history record

Version	Publication date	Description of change