



NCFE CACHE Level 1 Award in Youth Work
QN: 610/7342/8



Qualification Specification





Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Youth Work
Ofqual qualification number (QN)	610/7342/8
Guided learning hours (GLH)	74
Total qualification time (TQT)	90
Credit value	9
Minimum age	16
Qualification purpose	The Level 1 Award in Youth Work is the first youth worker qualification on the National Youth Agency (NYA) Standard Qualification Framework (SQF) for youth work . This qualification is knowledge only and provides learners with an understanding of youth work, the role of youth workers, and the importance of safe and inclusive practice. Through the four mandatory units it introduces learners to the seven themes of the SQF. This qualification provides learners with the essential knowledge and understanding required to begin working in the youth work sector. It is suitable for anyone interested in exploring youth work as a career.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/7342/8.
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 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:

- introduce learners to the core principles of Youth Work Practice
- provide opportunities to acquire underpinning knowledge that can be applied to practical situations through simulation experience.

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 1 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.

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.

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 **all 4 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 worker at level 1
 - youth club worker at level 1
- further education:
 - level 2 and 3 in youth work
 - level 2 and 3 in health and social care
 - level 2 and 3 in education.

Staffing requirements

When delivering this qualification tutors, assessors and internal quality assurers 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 continued professional development (CPD), including fieldwork activities, within the last three years.

This qualification is knowledge only and requires no skills-based assessment, there is no formal requirement for an assessor in this qualification.

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.



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 1 Award in Youth Work (610/7342/8).

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 four internally assessed units, which can be found 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 LOs for four 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.



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 Youth work theory, communication and settings (T/652/0995)



Unit summary				
This unit provides learners with a foundational understanding of youth work, focusing on its purpose and values, and understanding where youth work takes place. It explores how youth workers support young people's development and build meaningful relationships, as well as the importance of communication.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 1	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose and settings of youth work	1.1 Describe the purpose of youth work
	1.2 Outline the core values of youth work
	1.3 Give examples of different settings where youth work takes place
2. Know how to develop communication and engagement skills used in youth work	2.1 Identify ways youth workers build positive relationships with young people
	2.2 Define active listening skills
	2.3 Give examples of how to communicate in an age-appropriate, inclusive way
	2.4 Outline the importance of communication in teamwork
	2.5 Identify potential barriers when communicating : <ul style="list-style-type: none"> when working with young people as part of a professional team.
	2.6 Identify ways to overcome potential barriers when communicating
3. Know how to build quality relationships with young people	3.1 Outline why relationship building with young people is important in youth work
	3.2 Outline why professional boundaries are important when engaging with young people
	3.3 List the different ways of working with young people that can empower them

Range and 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, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.
When a plural is stated in the AC, a minimum of two examples must be given, unless stated otherwise.
1. Understand the purpose and settings of youth work
1.1 Purpose of youth work
Learners should understand the main reasons youth work exists and why it is important in supporting young people. This may include:
<ul style="list-style-type: none"> supporting social and emotional development: <ul style="list-style-type: none"> helping young people build confidence, self-esteem, and social skills



Range and delivery and assessment guidance

- encouraging positive decision-making and independence
- providing safe and inclusive spaces:
 - offering environments where young people feel valued, respected, and able to participate
 - protecting young people from harm and promoting wellbeing
- promoting equality, diversity, and inclusion (EDI):
 - ensuring all young people have opportunities regardless of background, ability, or identity
 - challenging discrimination and supporting anti-discriminatory practice
- encouraging participation and citizenship:
 - supporting young people to engage in community life
 - helping young people express their views and influence decisions that affect them
- offering guidance and support:
 - providing informal learning, advice, and mentoring
 - helping young people access further opportunities, education, or employment
- following professional principles and guidance:
 - working in line with the National Youth Agency (NYA) standards
 - upholding the youth work values and principles, including voluntary participation, empowerment, and promoting social justice
- promoting lifelong learning:
 - helping young people develop skills and knowledge they can use in life and work
 - supporting personal growth and preparation for adult life.

Learners should understand that youth work is voluntary, inclusive, and focused on supporting young people's development in a safe and respectful way.

1.2 Core values

To ensure core values are current and up-to-date, learners can find the core values of youth work in:

- the National Occupational Standards (NOS) for youth work
- professional frameworks used by organisations such as the NYA or Youth Work Profession in Wales, Scotland, and Northern Ireland.

The core values recognised across the UK typically include:

- young people choosing to take part – participation is voluntary
- starting from young people's own experiences and interests
- respecting and valuing young people's differences
- promoting equality and challenging injustice
- empowering young people and supporting their voice
- supporting young people's holistic development – socially, emotionally, and educationally.

1.3 Different settings

Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people. This may include:

- formal settings:
 - schools, colleges, or youth centres
 - structured programmes, workshops, or mentoring sessions
- community settings:



Range and delivery and assessment guidance

- community centres, libraries, sports clubs, faith-based centres
- activities designed to engage young people locally
- outdoor and recreational settings:
 - parks, adventure centres, playgrounds, or open spaces
 - activities like team building, outdoor education, or sports
- specialist settings:
 - hospitals, mental health services, residential care, or services for young people with additional needs
 - programmes focused on wellbeing, support, or development
- detached or outreach settings:
 - street-based youth work or outreach projects
 - engaging young people who may not attend structured services
- digital or online settings:
 - social media, online forums, virtual workshops, or digital mentoring
 - offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2. Know how to develop communication and engagement skills used in youth work

2.1 Build positive relationships

Learners must understand simple strategies youth workers use to develop trust, respect, and engagement with young people.

2.4 Communication in teamwork

Could include:

- body language
- tone
- asking open questions
- inclusive communication:
 - using different formats for communication
 - respecting the communication needs of others
- sharing information clearly:
 - keeping colleagues informed about plans, risks, or updates
- supporting collaboration:
 - discussing ideas and agreeing on roles
- resolving conflicts:
 - using respectful communication to solve disagreements
- building trust and respect:
 - maintaining professionalism in all interactions
 - consistency and reliability – keeping promises and following through on commitments
 - respect – treating young people fairly and valuing their opinions
 - honesty and openness – being truthful and clear in communication
 - confidentiality – respecting private and/or personal information where appropriate
 - listening and responding – showing understanding and care
 - support and encouragement – helping young people develop skills, confidence, and wellbeing
- receiving and acting on feedback:
 - listening to colleagues' suggestions and adapting practice.



Range and delivery and assessment guidance

2.5 Potential barriers when communicating

Learners must know that communication can be blocked by practical, emotional, or social barriers and how to address them.

3. Know how to build quality relationships with young people

3.2 Professional boundaries

Learners should know that boundaries protect both youth workers and young people. This may include:

- ensuring safety:
 - prevents harm or risky situations
- maintaining trust:
 - young people know what to expect from the youth worker
- protecting professionalism:
 - prevents inappropriate relationships or behaviour
- reducing risk of complaints or misunderstandings:
 - clear limits protect everyone.

3.3 Ways of working with young people

Learners should understand simple, practical approaches that give young people choice, control, and confidence. A minimum of five must be included.

This could include:

- involving young people in decision-making:
 - letting them choose activities or express opinions
- encouraging participation:
 - giving everyone a chance to take part
- offering support and guidance:
 - helping young people develop skills and confidence
- providing positive feedback:
 - recognising achievements and effort
- listening and responding to their views:
 - showing their opinions matter
- promoting independence:
 - helping young people take responsibility for tasks or projects.

Evidence type

Evidence could include:

- portfolio of evidence
- written account
- reflective account
- written task
- case study.



Unit 02 Planning, reviewing and reflection (Y/652/0996)



Unit summary

This unit introduces learners to the principles of planning, delivering, and reviewing suitable youth work activities. Learners will identify appropriate activities for youth work sessions and explore the steps involved in planning a short, safe, and inclusive activity for young people.

The unit also develops learners' understanding of the importance of reviewing in youth work, including why reviews are carried out, what can be reviewed, and methods that can be used to gather feedback from young people. Learners will also be introduced to reflective practice and how reflection supports professional development. The unit concludes with learners creating an action plan to support their own learning and development as a youth worker.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 1	3 credits	25 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to plan youth work activities	1.1 Identify types of activities suitable for youth work sessions.
	1.2 Outline the steps for planning a short youth work activity
	1.3 Describe how to make activities safe and inclusive in different settings
	1.4 Plan an engaging simulated youth work activity
2. Understand the importance of review in youth work	2.1 Identify the purposes of review within youth work
	2.2 List examples of what can be reviewed
	2.3 Identify review methods
	2.4 Identify ways to review with young people
3. Know about reflective practice within youth work	3.1 State what is meant by reflection in youth work
	3.2 Describe the benefit of reflection for professional development
	3.3 Produce an action plan which supports own development as a youth worker

Range and 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, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

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

1. Know how to plan youth work activities

1.1 Activities

Could include:

- arts and crafts
- drama and role play
- music and dance
- sports



Range and delivery and assessment guidance

- individual activities (for example, yoga and athletics)
- outdoor games
- board games
- virtual quizzes
- digital art, video creation, or coding challenges
- group challenges (for example, escape rooms).

Learners must identify a minimum of three simple activities.

1.2 Steps for planning

Learners should know that planning helps make youth work activities safe, enjoyable, and inclusive for young people. Planning does not need to be complicated, but it should follow clear steps.

This could include:

- identifying the purpose of the activity
- choosing an appropriate activity
- knowing the needs and requirements of the group
- including young people
- identifying resources
- outlining activity steps
- consideration of health and safety
- inclusivity and accessibility
- delivery
- review.

1.3 Different settings

Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people. These may include:

- formal settings:
 - schools, colleges, or youth centres
 - structured programmes, workshops, or mentoring sessions
- community settings:
 - community centres, libraries, sports clubs, faith-based centres
 - activities designed to engage young people locally
- outdoor and recreational settings:
 - parks, adventure centres, playgrounds, or open spaces
 - activities like team building, outdoor education, or sports
- specialist settings:
 - hospitals, mental health services, residential care, or services for young people with additional needs
 - programmes focused on wellbeing, support, or development
- detached or outreach settings:
 - street-based youth work or outreach projects
 - engaging young people who may not attend structured services



Range and delivery and assessment guidance

- digital or online settings:
 - social media, online forums, virtual workshops, or digital mentoring
 - offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2. Understand the importance of review in youth work

2.1 Purposes of review

Learners need to understand there are different purposes for reviewing such as:

- identify what went well
- identify what can be improved
- identify errors
- measuring outputs and outcomes
- ensuring safe practice
- personal development.

2.3 Review methods

Learners must identify a minimum of two review methods. These could include:

- observation
- feedback from young people
- self-reflection
- peer/colleague feedback
- participation and engagement levels
- rating tools.

3. Know about reflective practice within youth work

3.1 Reflection in youth work

Learners should understand that reflection is a way to think about what happened during a youth work activity to help improve future practice.

Simple examples of reflection could include:

- thinking about what went well in an activity
- considering what could have been done differently
- asking young people for feedback on the activity
- keeping reflective notes
- discussing experiences with peers
- reflecting on own behaviour, communication, or approach with an experienced colleague
- noticing how young people responded and engaged
- considering whether the activity met its aim
- identifying challenges or unexpected problems and how they were handled.

3.2 Professional development



Range and delivery and assessment guidance

Professional development is about identifying future progression routes and opportunities for learning such as:

- other youth work qualifications
- volunteering in youth work settings
- attending training
- informal, formal, and social learning.

3.5 Action plan

The action plan must be specific, measurable, achievable, relevant and time bound (SMART).

Evidence type

Evidence could include:

- portfolio of evidence
- written account
- reflective account
- written task
- case study.



Unit 03 The importance of children and young people's development in youth work (A/652/0997)



Unit summary

The aim of this unit is to enable learners to understand the importance of children and young people's development in youth work.

This unit introduces the key stages of children and young people's development, highlighting development milestones and how areas of development are related and explores factors that can influence this.

Learners will explore factors that affect development and understand how youth work can contribute to young people's social development.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 1	3 credits	25 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the stages of development in children and young people	1.1 Identify key areas of development in children and young people
	1.2 List typical developmental milestones from birth to 19 years
	1.3 Outline how different areas of development are related
2. Understand factors that affect the development of children and young people	2.1 Identify factors that influence development
	2.2 Describe how factors can impact young people's development and wellbeing
3. Know how youth work contributes to young people's social development	3.1 Identify ways youth work contributes to young people's: <ul style="list-style-type: none"> wellbeing social development.

Range and 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, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

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

1. Understand the stages of development in children and young people

1.1 Areas of development

Learners should understand that children and young people develop across several key areas which, together, form holistic development.

This may include:



Range and delivery and assessment guidance

- physical development:
 - growth and body changes
 - development of coordination and motor skills
 - puberty and physical maturity
 - physical health and wellbeing
- cognitive development:
 - thinking and reasoning skills
 - problem solving and decision making
 - learning and memory development
 - curiosity and understanding of the world
- language development:
 - communication skills
 - vocabulary development
 - ability to express ideas and emotions
- social development:
 - building friendships and relationships
 - cooperation and teamwork
 - understanding social expectations and behaviour
 - developing a sense of belonging
- emotional development:
 - understanding and expressing feelings
 - developing empathy
 - managing emotions
 - developing self-awareness and identity.

1.2 Developmental milestones

Learners should have a basic understanding of typical development at different stages.

Examples may include:

- infancy (0–2 years):
 - early movement and coordination
 - beginning communication
 - attachment to caregivers
- early childhood (3–5 years):
 - development of language
 - learning through play
 - early friendships
- middle childhood (6–11 years):
 - increased independence
 - developing skills and interests
 - stronger peer relationships
- adolescence (12–19 years):
 - identity development
 - emotional changes
 - increased independence and decision making.

Learners should understand that development can vary between individuals.



Range and delivery and assessment guidance

1.3 Related

Learners should recognise that development in one area can influence development in another.

Examples may include:

- nature/nurture
- physical health and mental wellbeing
- identity and values.

2. Understand factors that affect the development of children and young people

2.1 Factors

Biological

Learners should understand that biological influences can affect how a young person grows and develops, examples may include:

- genetics
- disabilities or additional needs
- physical health conditions
- natural abilities or limitations
- hormones.

Environmental

Learners should explore how a young person's environment influences development, this may include:

- family circumstances:
 - relationships within the family
 - parenting and support systems
- living conditions:
 - housing and financial stability
 - access to resources
- opportunities and life chances:
 - access to education and activities
 - community support and services
 - availability of positive experiences.

Social factors

- mental health and wellbeing:
 - stress, anxiety, and emotional pressures
- peer pressure:
 - influence from friends or social groups
- school pressure:
 - expectations relating to learning and achievement
- media influence:
 - social media and online comparison
- cultural influences:
 - expectations from communities or traditions



Range and delivery and assessment guidance

- addiction:
 - risky behaviours, including substance misuse or digital dependency
- identity:
 - developing a sense of self
 - understanding personal beliefs, culture, and values.

Teaching must cover a range of factors, and learners must provide evidence of at least two.

2.2 Wellbeing

Covers physical, social, and emotional health of the young person, may include:

- self-esteem and self-worth
- feeling accepted and valued
- belief in personal abilities.

Evidence type

Evidence could include:

- portfolio of evidence
- written account
- reflective account
- written task
- case study.



Unit 04 Safe and inclusive practice in youth work (D/652/0998)



Unit summary

This unit provides learners with an awareness of safe and inclusive practice in youth work settings and the importance of safeguarding. This will include recognising possible signs that a young person may be at risk of harm and knowing the appropriate actions to take.

The unit also introduces key principles of inclusive practice.

Assessment

This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 1	1 credit	8 GLH
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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand safe practice in youth work	1.1 Outline why safe practice is essential in youth work
	1.2 List signs that may indicate a young person is at risk of harm
	1.3 Identify appropriate actions to take if concerned about a young person's safety
	1.4 Describe safe practices relevant to a range of youth work settings
2. Understand inclusive practice in youth work	2.1 Define what is meant by equality, equity, diversity, inclusion, and belonging (EEDIB) in youth work.
	2.2 Outline the importance of EEDIB in youth work

Range and 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, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

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

1. Understand safe practice in youth work

1.1 Safe practice

Learners should understand that safeguarding is about protecting the safety and wellbeing of young people. This may include:

- keeping young people safe from harm:
 - preventing abuse, neglect, or unsafe situations
 - protecting physical, emotional, and mental wellbeing
- creating a safe environment:
 - ensuring activities, spaces, and equipment are safe
 - following organisational rules and policies
- building trust with young people:
 - facilitating a setting where young people feel secure and supported
 - encouraging young people to communicate openly
- organisational responsibility:
 - following organisation's policies (safeguarding, health and safety, confidentiality)
 - understanding the youth worker's role in reporting concerns



Range and delivery and assessment guidance

- promoting inclusion and fairness:
 - ensuring all young people are treated with dignity and respect
 - protecting vulnerable or at-risk young people
- supporting positive development:
 - helping young people feel confident, valued, and respected
 - encouraging healthy relationships and choices.

1.2 Signs

Youth workers have a duty of care to recognise when a young person might be at risk and to take appropriate action by following safeguarding procedures.

Learners must consider the following signs of abuse:

- physical
- behavioural
- emotional
- social
- neglect
- other, such as bullying or unsafe situations/thoughts.

Learners must ensure they also make references to signs that may change over time, or patterns, rather than one-off events.

1.3 Appropriate actions

If learners are working/volunteering within the youth work sector, they should ensure they reference their organisation's safeguarding and child protection procedures. If learners are not working/volunteering within the sector, they should be provided the opportunity to review policies and procedures available via their Local Authority.

1.4 Safe practices

Learners must refer to general safe working practices. These must include, but are not limited to:

- maintaining professional boundaries
- safe physical environment
- safeguarding and confidentiality
- communication and appropriate language
- respect and inclusion
- risk assessments
- consent.

1.4 Youth work settings

Learners should understand that youth work happens in a variety of settings and situations, depending on the needs of young people. These may include:

- formal settings:
 - schools, colleges, or youth centres



Range and delivery and assessment guidance

- structured programmes, workshops, or mentoring sessions
- community settings:
 - community centres, libraries, sports clubs, faith-based centres
 - activities designed to engage young people locally
- outdoor and recreational settings:
 - parks, adventure centres, playgrounds, or open spaces
 - activities like team building, outdoor education, or sports
- specialist settings:
 - hospitals, mental health services, residential care, or services for young people with additional needs
 - programmes focused on wellbeing, support, or development
- detached or outreach settings:
 - street-based youth work or outreach projects
 - engaging young people who may not attend structured services
- digital or online settings:
 - social media, online forums, virtual workshops, or digital mentoring
 - offering support and engagement where young people cannot meet in person.

Learners should understand that the setting affects how activities are planned and delivered, including considerations for safety, accessibility, and inclusion.

2. Understand equality, diversity and inclusion (EDI) in youth work

2.1 Equality, equity, diversity, inclusion and belonging (EEDIB)

Learners should understand the basic meaning of each concept and how it applies in a youth work context.

Equality:

- treating all young people fairly
- acknowledging that young people need different support
- ensuring no one is discriminated against because of who they are.

Equity:

- giving young people the support they need to achieve the same outcomes
- recognising that some young people may need extra help or adjustments.

Diversity:

- respecting and valuing differences between young people
- includes differences in culture, religion, gender, ability, and background
- celebrate uniqueness.

Inclusion:

- ensuring all young people can participate fully
- removing barriers that might stop anyone from taking part
- creating welcoming environments.



Range and delivery and assessment guidance

Belonging:

- helping young people feel safe, accepted, and valued in the group
- creating a supportive environment where everyone feels part of the community.

Learners must know that EEDIB underpins good youth work practice by ensuring all young people are respected, supported, and able to participate safely.

Evidence type

Evidence could include:

- portfolio of evidence
- written account
- reflective account
- written task
- case study.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below. When delivering this qualification tutors, assessors and internal quality assurers must meet the requirements of the National Youth Agency (NYA) assessment strategy outlined 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

Introduction

The National Youth Agency (NYA) is responsible for the development and endorsement of youth work qualifications in England using the Standard Qualification Framework (SQF) for youth work. The NCFE CACHE Level 1 Award in Youth Work (610/7342/8) is endorsed by the NYA to meet the requirements of a level 1 youth worker as specified in the SQF.

This assessment strategy, developed in partnership with awarding organisations/bodies (AO/Bs) sets out the requirements and expectations for quality assurance in relation to:

- assessment
- tutors
- assessors.

It is to be read in conjunction with regulatory requirements that AO/Bs **must** meet when awarding qualifications as required by Ofqual in England.

The NYA, sector-based organisations and AO/Bs have developed the Level 1 Award in Youth Work as a knowledge-based qualification which introduces learners to youth work and the role of youth workers.



Assessment methods for the units will be developed by AO/Bs which are proportionate to the level and breadth of knowledge.

Assessment requirements

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

- across units that naturally link together
- evidence **must** be authentic, current, sufficient, fit for purpose and valid.

Expertise of trainers, tutors, assessors and those assuring quality

The NYA acknowledge the vital role that trainers, tutors, assessors and those assuring quality have in maintaining the integrity of youth work qualifications. The NYA recognises the importance of subject specific knowledge and therefore recommends, where possible, that youth workers are involved in the delivery of the NCFE CACHE Level 1 Award in Youth Work (610/7342/8). AO/Bs and other stakeholders have to have confidence in the actions and decisions of tutors, assessors and those assuring quality.

Trainers/Tutors must:

- have a sound understanding of the SQF for Youth Work
- be able to evidence continued professional development (CPD), including fieldwork activities, within the last three years:
 - this could include, for example, youth work practice, supervision of practitioners or training delivery.

Assessors must:

- have a sound understanding of the SQF for youth work
- hold or be working towards a relevant assessor qualification** ^^ (for example, 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 quality assuring must:

- have recent experience (within the last three years) of internal quality assurance preferably within an occupational area with relevance to youth work
- have a sound understanding of the SQF for youth work
- 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:**

- have a sound understanding of the SQF for youth work
- have recent experience of external quality assurance
- hold or be working towards an external quality assurance qualification.

Quality Assurance

The NYA and the AO/B 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 the NYA 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 qualifications.

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Section 3: explanation of terms

This table explains how the terms used at **level 1** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Set out the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



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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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
	Unit 01	T/652/0995	Youth work theory, communication and settings	1	2	16
	Unit 02	Y/652/0996	Planning, reviewing and reflection	1	3	25
	Unit 03	A/652/0997	The importance of children's and young people's development in youth work	1	3	25
	Unit 04	D/652/0998	Safe and inclusive practice in youth work	1	1	8



Change history record

Version	Publication date	Description of change
v1.0	1 September 2026	First publication

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