



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 4 Certificate in Professional Development (Youth Work)
Ofqual qualification number (QN)	610/2080/1
Guided learning hours (GLH)	90
Total qualification time (TQT)	150
Credit value	15
Minimum age	19
Qualification purpose	This qualification is designed for those engaged directly in youth work or through multi-agency work, such as social workers, police officers, emergency services, teachers and those who work within the youth service. This qualification develops the knowledge and skills needed when working in youth work. It contains both mandatory and optional units allowing learners to tailor the qualification to meet their needs, interests, preferred progression paths and the context of their job role. It is designed to support professional development when working alongside young people. This qualification has been developed in collaboration with the National Youth Agency (NYA) and Education and Training Standards Committee (ETS) for individuals working in a youth work environment. The NYA and ETS are responsible for the development and endorsement of youth work qualifications based on the Youth Work National Occupational Standards (NOS) in partnership with awarding organisations. This certificate is not a Joint Negotiating Committee (JNC) for Youth and Community Workers-recognised youth work qualification and therefore would not, on its own, qualify the holder to work as a professional youth worker.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	This qualification contains units with workplace-related outcomes and criteria. When selecting the units for achievement, learners must be able to fully meet the skills as well as knowledge-based criteria.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/2080/1.
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

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 professional development (youth work)
- offer breadth and depth of specialist skills for individuals engaged in youth work
- provide opportunities to refine and enhance practical and technical skills.

The objectives of this qualification are to:

- offer opportunity for specialised, contextualised study
- develop and extend knowledge and skills required when working 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 those engaged directly in youth work or through multi-agency work, such as social workers, police officers, emergency services, teachers and those who work within the youth service.

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

Learners should be over the age of 19 at the time of commencing the qualification and hold a formal level 3 qualification, either in youth work or within their own discipline area. Due to the level of this qualification, it is recommended that they have English skills to at least GCSE level or level 2 equivalent.

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 **5 credits from the mandatory unit and 10 credits from the optional units**. A minimum of 10 credits must be achieved at level 4.

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 certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

By completing this qualification, learners will enhance their current skills within the youth work sector and may progress onto further study to advance their own professional development.

Learners who achieve this qualification could progress to the following:

- higher education:
 - level 5 teaching.

Staffing requirements

Staff delivering the mandatory unit: YW M1 Introduction to professional development (youth work) (F/650/5229) must hold a relevant youth work qualification. Those involved in the teaching and learning of other units must be qualified and experienced in a relevant discipline.

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to the following mandatory resource:

- Tutor Guidance document including indicative content and non-mandatory assessment opportunities.

Realistic work environment (RWE) requirement

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 real work settings.

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 or 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/industry placement experience

The learner must be employed in a relevant role in an appropriate setting to be able to meet the assessment requirements of this qualification.

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 (IQA) must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 4 Certificate in Professional Development (Youth Work).

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 non-mandatory assessment opportunities for each of the internally assessed units, which can be found within the Tutor Guidance in the member's area of our 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 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. Learners can reflect on relevant practice to support them as they respond to the assessment tasks. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

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.

**YW M1 Introduction to professional development (youth work) (F/650/5229)**

Unit summary				
This unit lays the essential groundwork needed to undertake the Level 4 Certificate in Professional Development (Youth Work).				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the characteristics of the youth work relationship and the processes, values and conditions helpful for its formation	1.1 Examine the characteristics which define the youth work relationship in contrast with other services working with young people
	1.2 Determine distinctive features and practices in the formation of the youth work relationship
	1.3 Evaluate the contribution of youth work values, principles and cornerstones to the formation of the youth work relationship
	1.4 Explain the value of the youth work relationship for young people in the context of their social education, support needs and community
2. Examine the role of youth work, particularly the youth work relationship, in the context of wider services working with young people including possible benefits, challenges and tensions inherent in this context	2.1 Explore youth work's historic and ongoing relationship with other services working with young people
	2.2 Define the key features of partnership working
	2.3 Explore the benefits of partnership working for: • young people • allied services • youth workers.
	2.4 Discuss potential tensions between youth work principles and practices and those of key allied services
	2.5 Summarise methods to accommodate contrasting values and practices between agencies while working in partnership
3. Be able to critically examine own professional development in relation to own youth work knowledge, experience and practice	3.1 Reflect on own motivation to working in youth work
	3.2 Recognise own training and development needs
	3.3 Create a specific, measurable, achievable, realistic and timely (SMART) action plan for own continuing professional development (CPD)
	3.4 Analyse how own professional development contributes to improved outcomes for: • young people • youth workers.

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.



YW O1 Conflict transformation and trauma-informed practice in youth work (K/650/5230)

Unit summary				
The aim of this unit is to provide learners with an understanding of models of conflict transformation theory and practice and how they can inform approaches within youth work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the nature of conflict and related perspectives and social/psychological models	1.1 Explore the nature of conflict and the underlying perspectives that inform it
	1.2 Explore Mayer and Moore's Wheel of Conflict as a model for understanding the causes and dynamics of conflict
	1.3 Critically analyse Mayer and Moore's Wheel of Conflict as a tool for examining conflict and designing practice-based reformatory solutions
2. Understand the role of power in conflict and related theories	2.1 Explore key definitions of power
	2.2 Examine the types and sources of power in a youth work setting
	2.3 Analyse the impact of personal and structural power dynamics on the creation of conflict
	2.4 Identify a range of methods designed to alter the power dynamics in a youth work setting to prevent or de-escalate conflict
	2.5 Review the effectiveness of a range of methods for transforming conflict designed to alter the power dynamics in a youth work setting
3. Understand the role of trauma in conflict	3.1 Explore the definitions and types of trauma
	3.2 Examine common triggers and responses to trauma in young people
	3.3 Examine the impact of trauma on young people and the practitioners working with them
	3.4 Identify a range of trauma-informed practices that can be used to transform conflict in a youth work setting
	3.5 Review the effectiveness of a range of trauma-informed practices in transforming conflict in a youth work setting
	3.6 Reflect on the possible impact of vicarious trauma on your own practice and identify techniques to mitigate it
4. Understand the role of change processes in conflict transformation	4.1 Explore a range of change process models and their approach to overcoming resistance to change
	4.2 Analyse how a change model could be used to assist conflict transformation
	4.3 Evaluate own knowledge and understanding of the role of power, trauma and resistance to change in conflict transformation

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O2 Critical youth work practice: exploring gendered worlds (L/650/5231)**

Unit summary				
This unit gives access to current critical debates about gender central to effective youth work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 5	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand and be able to use current and ever-changing vocabulary to account for the social experience of gender	1.1 Consider and use a range of terms in the gender lexicon (for example, masculine, feminine, queer, gender, cis, trans, non-binary)
	1.2 Create a glossary of street terms in current usage by young people that relate to gender and explore their relationship with social science and social psychological discussions of gender
2. Be able to recognise gendered scripts and practices that limit young people's access to opportunities and/or the exercise of their human rights	2.1 Investigate how the dynamics of gendered worlds operate in the lives of young people
	2.2 Analyse the nature of both long-established and new expectations of gender
	2.3 Use structured enquiry methods to explore key areas of human rights of pertinence to gender in local and global contexts (for example, the right to a name and identity, the right to education, the right to non-discrimination, the right to live free from violence)
	2.4 Give a complex account of the multiple ways in which young people's experience of gender is embedded in their whole social context shaped by class, racialisation and multiple forms of stigma
3. Understand ways young people negotiate gendered scripts	3.1 Analyse the role played by young people's own responses to gendered scripts in both opening up and closing down opportunities to develop and exercise their capacities
	3.2 Offer a clear description of the ways young people find to negotiate gendered scripts

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.



YW O3 Critical youth work practice: opening up gendered worlds (M/650/5232)

Unit summary				
This unit develops youth work practice knowledge and skills in response to the complexities of gendered worlds.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 5	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the strengths and weaknesses of approaches that influence sensitive practice regarding issues of gender	1.1 Recognise the difference and connections between the meaning of gender-specific, gender-sensitive, feminist and trans and non-binary inclusive approaches
	1.2 Recognise a range of ways of noticing and responding to gendering in their own contexts: - community auditing - creative auditing - the rights, assessment, objectives, methods, implementation and evaluation (RAOMIE) (rights-based) planning method - mapping and moving methods.
	1.3 Develop methods for recognising, addressing and valuing the impact of own lived experience of gender within youth work settings
2. Be able to develop and implement a small, critical and participatory enquiry project to open up gender-related issues of significance to the young people they work with	2.1 Create a resource base for developing youth work conversations
	2.2 Practise the skills of critical dialogue by exploring the advantages and problems of single-gender work, 'genderqueer work' and all-gender work with and alongside young people
	2.3 Design and implement with young people a small-scale participatory enquiry and show recognition of the merits of a collaborative approach
3. Be able to identify a range of methods and use at least two to: - reflect on the process of the research - share the findings with others, to amplify the issues raised	3.1 Be aware of a range of methods such as journaling, arts-based methods, critical mentorship and courageous conversations that can be used for practice evaluation and use at least one method during the practice period
	3.2 Identify key witnesses for the process of enquiry and co-design an event(s) or method to analyse and share the findings with them
	3.3 Use a digital platform to share or promote the findings in ways agreed with young people

Range
2. Be able to develop and implement a small, critical and participatory enquiry project to open up gender-related issues of significance to the young people they work with
2.1 Resource base: A range of prompts, resources and methods of listening in order to identify potential themes for a critical participatory enquiry, drawing particularly on experiences of dissidence and non-conformity to prevailing gender practices.



Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.

**YW O4 Detached youth work (T/650/5234)**

Unit summary				
This unit explores the knowledge, skills and attitudes underpinning detached youth work.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the 'language of detached youth work' both in terms of meaning and value	1.1 Define detached youth work with reference to both the principles of generic youth work and its particular characteristics
	1.2 Examine potential implications of using the 'language of detached youth work' in practice, particularly in relation to issues of power, authority and control
	1.3 Discuss the multiple languages of other stakeholders, including young people, colleagues, managers and partner agencies, and how the detached worker engages with these diverse languages
2. Understand the contexts in which detached youth work may take place	2.1 Outline a range of contexts in which detached youth work might occur
	2.2 Explain how knowledge and understanding of these contexts inform practice
	2.3 Identify potential tensions and dilemmas associated with working in varying contexts
3. Be able to identify detached youth work approaches and appropriate responses to a range of issues	3.1 Use case studies to evaluate a range of detached youth work approaches to diverse issues
	3.2 Reflect on competing demands and drivers influencing detached youth work
4. Be able to evaluate own detached youth work practice	4.1 Evaluate development of personal knowledge, skills and understanding in relation to own detached youth work practice
	4.2 Provide evidence of how increased understanding of detached youth work theory has informed own practice
	4.3 Develop a plan to further improve own knowledge, skills and understanding and advance professional development in relation to detached youth work

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O5 Digital youth work (D/650/5237)**

Unit summary				
This unit provides learners with an understanding of the purpose and diversity of digital youth work.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by digital youth work	1.1 Explore the role of digitalisation in young people's lives
	1.2 Define digital youth work
	1.3 Critically appraise examples of different types of digital youth work
2. Understand the role of youth work in assisting young people to make the most of the digital world	2.1 Discuss the importance of assisting young people to develop critical thinking and digital literacy
	2.2 Investigate ways youth work can support young people to express themselves through digital creativity, encourage young people's civic participation and build digital skills for life and work
	2.3 Analyse the barriers to participation in digital youth work and suggest action to be taken for inclusion within practice/service plans
3. Understand safeguarding in the context of digital youth work	3.1 Summarise the types of problems young people may encounter online and ways youth work can help deal with them
	3.2 Communicate how to support young people to develop cyber secure behaviours
	3.3 Assess risk and identify how to create a safer environment when delivering digital youth work
4. Evaluate own practice and approaches to online and digital youth work	4.1 Plan, deliver and evaluate a piece of digital youth work practice
	4.2 Reflect on own skills and competence for digital and online youth work
	4.3 Summarise required development actions to improve own knowledge and skills in digital youth work

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O6 Leadership and management in youth work (L/650/5240)**

Unit summary				
This unit outlines the knowledge and skills underpinning leadership and management within a youth work setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by leadership and management within a youth work setting	1.1 Define leadership and management within a youth work setting
	1.2 Describe the context within which youth work takes place
	1.3 Evaluate two different types of leadership styles within a youth work setting
2. Understand how to strategically lead a service area to maximise collaboration with delivery partners within the sector	2.1 Explain the context of the local area
	2.2 Explain the strategic leadership models that apply within the context of the area
	2.3 Analyse how government policy and economic contexts can influence leadership and management of youth services both locally and nationally
	2.4 Assess how to strategically maximise the collaboration with partners within the sector
3. Understand how differing youth work leadership approaches can enhance the outcomes for young people in different practice settings	3.1 Analyse how leadership within a youth work sector responds to a range of practice settings
	3.2 Summarise opportunities and tensions that arise when applying youth work principles in other practice settings
4. Be able to demonstrate own leadership style through the planning and delivery of a youth focussed project	4.1 Develop a plan that demonstrates own leadership and management style within a specific youth focussed project
	4.2 Deliver the project
	4.3 Evaluate own leadership and management style throughout the project
5. Understand own practice and approaches to leadership and management	5.1 Evaluate own knowledge and skills in relation to leadership and management
	5.2 Summarise required development actions to improve own knowledge and skills in leadership and management

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O7 Mental health and wellbeing in youth work (R/650/5242)**

Unit summary				
This unit explores theories, legislation and factors relating to young people's mental health and wellbeing as well as a range of practice approaches that might be adopted in order to increase mental health and wellbeing in young people.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the components and theoretical underpinning of mental health and wellbeing	1.1 Explain the components of mental health and how each relates to overall wellbeing 1.2 Analyse theories underpinning mental health and wellbeing in relation to young people
2. Understand specific factors that may affect an individual's mental health and wellbeing	2.1 Explain environmental, emotional and behavioural risk factors that may adversely affect young people's mental health and wellbeing 2.2 Explain environmental, emotional and behavioural protective factors that may positively affect young people's mental health and wellbeing 2.3 Explain how intersectionality affects a young person's mental health and wellbeing
3. Understand statutory and legal frameworks in relation to young people's mental health and wellbeing	3.1 Describe key elements of statutory and legal frameworks relating to young people's mental health and wellbeing
4. Understand the difference between deficit and recovery/strengths models of mental health	4.1 Summarise the deficit model of mental health in relation to its usefulness to young people 4.2 Summarise the recovery/strengths model of mental health in relation to its usefulness to young people
5. Understand frameworks and resources to increase mental health and wellbeing	5.1 Identify key frameworks a youth worker can use in their day-to-day practice in relation to young people's mental health and wellbeing 5.2 Summarise resources relating to mental health, and factors affecting the likelihood of these being accessed by young people 5.3 Identify approaches/resources a youth worker can use in their day-to-day practice
6. Be able to use a range of frameworks and resources to support a young person's mental health and wellbeing	6.1 Support young people to identify environmental, emotional and/or behavioural factors impacting negatively on their mental health and wellbeing 6.2 Support young people to identify social, environmental, emotional and/or behavioural factors impacting positively on their mental health and wellbeing



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
7. Be able to review the outcomes of the support provided and assess its effectiveness	7.1 Reflect on own practice when using specific frameworks

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O8 Race, racism and their relationship to youth work (T/650/5243)**

Unit summary				
This unit outlines the required knowledge and skills that underpin work on race and racism in youth work. Learners will explore the deeper dynamics and nuances of institutional racism and how the power dynamics it produces maintain the status quo and obscures its systemic nature. With critical reflection, learners will challenge and evaluate interventions that can promote equality of outcomes in service and professional practice. Learners will be equipped to identify, engage and create change in professional and organisational practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand definitions of racism and institutional power	1.1 Create a brief summary of the history of racism in the UK and its global development and impact
	1.2 Explore and articulate the meanings of race and racism within the UK
	1.3 Explain the notion of whiteness and institutional power
2. Understand key theoretical frameworks for analysing racism and its intersection with gender, class and other social divisions of power	2.1 Explain how critical race theory has contributed to youth work, drawing on evidence from own youth work practice
	2.2 Analyse the social construction of race and the development of a racialised youth movement in the UK through youth work
	2.3 Critically appraise how a co-production approach can support and address institutional power relations, drawing from examples in the field
3. Understand policy approaches to race and racism in the UK and how they have influenced youth work	3.1 Analyse social policy from the 1950s to the present day contextualised around the impact of immigration on youth work and youth engagement, including the: • integration model • assimilation model • multicultural model • community cohesion.
4. Be able to draw on research evidence and own reflective practice to identify effective professional practice	4.1 Analyse, using research evidence, the relationship between young people and the quality of service delivered in terms of outcomes/engagement/participation and co-production
	4.2 Evaluate examples of best effective practice across youth work, criminal justice, education and health
	4.3 Reflect upon own practice to see what components of best practice could be introduced

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O9 Strength-based approaches to youth work practice (Y/650/5244)**

Unit summary				
This unit outlines the knowledge and skills underpinning strength-based youth work practice and its application in practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand strength-based approaches and the application of the same in youth work practice	1.1 Explore what is meant by strength-based practice
	1.2 Define youth work and identify how strength-based approaches align with youth work principles and purpose
	1.3 Evaluate strength-based approaches
2. Be able to evaluate the theory of positive psychology and reflect on its contribution to strength-based approaches	2.1 Reflect on the development of positive psychology theory
	2.2 Analyse the impact of positive psychology on traditional approaches in the discipline and influence
3. Understand and reflect on the importance of a strength-based relationship and the knowledge and skill set required for its practice in youth work	3.1 Explore the components and importance of a strength-based relationship in youth work practice
	3.2 Describe the key knowledge and skill set needed for establishing and cultivating a strength-based relationship in youth work practice
4. Be able to evaluate own practice and approaches, the importance of self and self-awareness, and the purposeful 'use of self' in cultivating strength-based practice in youth work	4.1 Explain the purposeful 'use of self' in youth work practice
	4.2 Examine self-awareness and its importance in practice
	4.3 Summarise required development actions to improve own: • knowledge • skills • self-awareness in the development of strength-based practice.

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O10 Exploring the theoretical underpinnings of therapeutic youth work (A/650/5245)**

Unit summary				
This unit explores the theoretical knowledge that underpins therapeutic youth work practice. Learners must have access to a real work environment (RWE) and be familiar with youth work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 5	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand intersectional disadvantage and how this impacts young people's wellbeing	1.1 Apply an understanding of intersectional disadvantage
	1.2 Discuss how young people's wellbeing may be impacted by intersectional disadvantage
	1.3 Explore how relational practice can enhance young people's wellbeing in own practice
2. Understand the terminology and approaches that inform therapeutic youth work practice	2.1 Explain the importance of youth work values, principles and ethics in practice
	2.2 Explore and understand the vocabulary and development of social pedagogy in practice
	2.3 Explore and understand a trauma-informed capability approach in youth work
	2.4 Explore and assess the role of practices of hope in youth work
3. Understand the underpinning theoretical considerations that inform therapeutic youth work practice	3.1 Explore and demonstrate an understanding of Carl Rogers' 3 core conditions (1957)
	3.2 Explore and demonstrate an understanding of Empowering Coaching™
4. Understand the value of healing-centred engagement in youth work	4.1 Explore and assess the value of healing-centred engagement in youth work, and how this may support post-traumatic growth
	4.2 Explore, and demonstrate an understanding of, social justice approaches in youth work
	4.3 Explore, and demonstrate an understanding of, therapeutic alliance and its value in youth work
5. Be able to develop and demonstrate an understanding of the therapeutic youth work model	5.1 Review the therapeutic youth work model (Carr, 2022) and discuss its application to practice
	5.2 Evaluate the benefits of the therapeutic youth work model (Carr, 2022)

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.
This unit must be assessed in an RWE.

**YW O11 Exploring therapeutic youth work in practice (D/650/5246)**

Unit summary				
This unit explores the skills, activities, contexts and impact of therapeutic youth work practice. Learners must have access to a real work environment (RWE) and be familiar with youth work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 5	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to develop and demonstrate an understanding of the four key tenets of therapeutic youth work practice, therapeutic alliance and the model of therapeutic youth work	1.1 Explain the four key tenets of therapeutic youth work practice
	1.2 Discuss the role of therapeutic alliance in enabling therapeutic youth work
	1.3 Review the therapeutic youth work model, and assess how this can be used to develop critical relationships through therapeutic youth work practice
2. Be able to critically explore therapeutic youth work in practice	2.1 Discuss the purpose of therapeutic youth work conversation, and the skills needed for this
	2.2 Identify and develop the relationship-building skills needed to enhance therapeutic youth work relationships
	2.3 Assess a range of activities used in own practice, and describe a plan for their development as therapeutic youth work activities
	2.4 Critically explore how a youth work setting could be enhanced into a therapeutic youth work environment
	2.5 Analyse ways a therapeutic alliance with young people has been created in own practice
3. Be able to critically evaluate and analyse safeguarding considerations in therapeutic youth work	3.1 Explore and develop an understanding of contextual safeguarding
	3.2 Identify and explore the skills needed for effective safeguarding in therapeutic youth work
	3.3 Discuss the professional boundary considerations needed in therapeutic youth work
	3.4 Identify and discuss how to foster a culture of safeguarding in own practice
	3.5 Assess the role and purpose of supervision for the therapeutic youth worker
	3.6 Discuss how young people can be involved in co-delivery of therapeutic youth work methods and activities
4. Be able to critically evaluate the impact of therapeutic youth work in own practice	4.1 Review the impact of using therapeutic youth work in own practice
	4.2 Demonstrate how supervision has been used to develop own therapeutic youth work practice and professional boundaries
	4.3 Design a development plan for own continuing professional development (CPD) in therapeutic youth work practice



Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.

This unit must be assessed in an RWE.

**YW O12 Youth work and disability (F/650/5247)**

Unit summary				
This unit analyses the knowledge and skills underpinning work on youth work and disability.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the different models of disability and their impact on inclusive youth work practice	1.1 Explain where views and ideas about disability may come from
	1.2 Describe the different ways of viewing and defining disability
	1.3 Explain the social model, where it came from and its essential elements
	1.4 Critically analyse the impact on practice of different models/ways of thinking about disability
	1.5 Interpret how different theories about disability inform practice with reference to issues such as: • access • inclusion • segregation.
2. Understand the different elements of a rights-based approach to disability	2.1 Identify the main barriers to participation and inclusion in youth work
	2.2 Summarise the focus on removing the barriers: • social • physical • attitudes to participation • inclusion.
	2.3 Explain the key role of access in creating disability equality
	2.4 Critically evaluate the ideas and effectiveness of the disability movement as a social movement and the role of civil disobedience in creating disability equality
	2.5 Investigate the role of Disabled People's Organisations (DPOs) in creating social change and disability equality in the UK and internationally
3. Understand the key elements of intersectionality, mainstreaming and co-production, in the context of young people with a disability	3.1 Explain internalised oppression, intersectionality and identity and the implications for youth work practice
	3.2 Critically evaluate the impact of internalised oppression, segregated education and special needs thinking
	3.3 Differentiate different approaches to addressing disability discrimination in different youth work settings
	3.4 Investigate different routes to disability equality through mainstreaming and the 'twin-track' approach in youth work
	3.5 Critically evaluate the role of co-production with young people with a disability based on their lived experience



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the key elements of inclusive practice in working with young people with a disability	4.1 Explain a range of factors which create discrimination and exclusion and different ways of addressing institutional discrimination
	4.2 Critically analyse the different approaches to participation in mainstream activities, alongside their non-disabled peers
	4.3 Demonstrate an understanding of the importance of self-direction and self-empowerment in meaningful participation
	4.4 Critically appraise co-creating opportunities for children and young people with a disability
	4.5 Analyse the significance of evaluation to measure impact of active choice and autonomy for young people with a disability

Range
4. Understand the key elements of inclusive practice in working with young people with a disability
4.4 Critically appraise: Co-creating opportunities for children and young people with a disability to include: • decision-making • collaboration • peer networking • participation in social change.

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O13 Youth work and faith (H/650/5248)**

Unit summary				
This unit will explore historical and contemporary faith-based youth work practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand faith-based youth work to engage effectively with youth workers and young people from a range of faith traditions	1.1 Examine the history and development of faith-based youth work in the UK
	1.2 Explore the defining and distinctive features of youth work in different faith traditions
	1.3 Analyse the variance in motives and methods within and between faith traditions
2. Examine the strengths, challenges and tensions that exist within faith-based youth work and how these manifest in training, practice and its relationship with civil society	2.1 Explore faith-based youth work's historic and ongoing relationship with civil society
	2.2 Critically engage with issues and dilemmas in faith-based youth work
	2.3 Analyse the strengths of faith-based youth work and the shared values across faith-based and more secular expressions of youth work
3. Be able to explore how to engage effectively and work inclusively and holistically with young people from a range of faith backgrounds	3.1 Explore the particular support needs of young people from faith backgrounds
	3.2 Analyse young people's unique and overlapping identities and how these impact on their experiences of oppression
	3.3 Be able to understand the role of reflection and dialogue in developing nuanced understandings among youth workers and young people about their faith identities

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O14 Youth work and LGBTQIA+ (J/650/5249)**

Unit summary				
The unit will examine the role that youth work plays in relation to young people who are lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual (LGBTQIA+). Within this unit, learners will explore LGBTQIA+ history and culture and develop an awareness of cultural competency. Opportunity will be given to examine the impact of language, representation, media stereotyping and assumptions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the context and influence of LGBTQIA+ history on current LGBTQIA+ youth work practice	1.1 Examine the history and development of the LGBTQIA+ movement and impact from an international perspective
	1.2 Analyse the impact of a UK equality champion in introducing equality legislation to support LGBTQIA+ young people today
	1.3 Examine the impact of UK legislation/government policy on current youth work practice
2. Understand the relationship between equality, youth work and anti-discriminatory practice within an LGBTQIA+ social identity framework	2.1 Compare the cultural differences between LGBTQIA+ and non-LGBTQIA+ communities, within the framework of intersectionality
	2.2 Examine identity theories when applied to a given case study of an LGBTQIA+ young person
	2.3 Explore how current social and structural inequalities impact on LGBTQIA+ young people's experiences and identity
	2.4 Evaluate current anti-discrimination policies and procedures within own organisation, focussing on approaches that promote LGBTQIA+ equality in youth work practice
3. Understand the role that youth work plays in supporting and providing relevant and competent services for young people who are LGBTQIA+	3.1 Explore the value of cultural competency in youth work practice when providing services for young people who are LGBTQIA+
	3.2 Examine the support needs of LGBTQIA+ young people and the role of youth work in responding to and addressing those needs, underpinned by a participatory approach
	3.3 Evaluate partnership working with other professionals and agencies to support LGBTQIA+ young people, to include: • the roles and responsibilities of other professionals/agencies • barriers and contributory factors in partnership working
4. Be able to assess own practice within a reflective process to strengthen self-awareness and ability to analyse	4.1 Critically reflect on own practice to develop and improve LGBTQIA+ knowledge, skills and cultural competency
	4.2 Apply the results of own reflection and development to improve LGBTQIA+ knowledge, skills and cultural competency in own practice



Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.



YW O15 Youth work and local strategy, local youth partnerships and related structures (M/650/5250)

Unit summary				
This unit outlines the knowledge and skills underpinning youth work approaches to local strategy, local youth partnerships and related structures.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand definitions of 'place', and who they are defined by	1.1 Define 'place' and 'place-based approach'
	1.2 Identify key factors that contribute to defining the parameters of a place
	1.3 Summarise the key areas and questions to ask when seeking to understand and investigate a place, local area or community
2. Understand the role that need and assets play in shaping local provision, structures and strategies, and key tools and resources that support quality assessment	2.1 Explain the context for conducting needs assessment and assets assessment
	2.2 Describe the tools that decision makers can use to assess needs and assets in a place
	2.3 Describe the different kinds of data and information that can be used in a quality assessment of needs and assets
3. Understand the systems and structures required to support a local ecosystem, and the role of youth provision within and in support of wider systems	3.1 Describe the key infrastructure needed in a place to support a local ecosystem supporting children and young people
	3.2 Describe how youth work and youth provision sit within this ecosystem
	3.3 Describe different approaches to partnership working to support children and young people
4. Understand the role of evaluation and learning in partnership working, collaboration and local infrastructure	4.1 Explain the importance of evaluation, and learning to deliver outcomes for children and young people
	4.2 Identify the evaluation and learning approaches that can be used when collaborating with others to achieve outcomes for children and young people
	4.3 Analyse the opportunities and barriers to implementing learning and evaluation in partnership with others
	4.4 Identify ways of measuring whether partnership working is supporting outcomes for children and young people
5. Evaluate practice and approaches to local strategy, local youth partnerships and related structures as they relate to their role and work setting	5.1 Evaluate own knowledge, skills and understanding in relation to partnership working
	5.2 Assess the systems, structures and partnership work that directly relate to their work, role and context
	5.3 Summarise required development actions to improve own knowledge, skills and understanding of partnership working



Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.



YW O16 Youth work and social pedagogy in children's social care (R/650/5251)

Unit summary				
This unit covers the challenges and opportunities applying youth work values and principles when working with young people within children's social care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the youth worker in promoting the welfare and development of young people	1.1 Identify core principles and values of legislation and guidance in reference to safeguarding systems and care and leaving care
	1.2 Explain the importance of developmental domains and ecological approaches
	1.3 Consider how youth work values and principles apply to legislation and guidance concerning young people within safeguarding systems and care services
	1.4 Reflect on own experience as a youth worker, identifying possible tensions and dilemmas that may exist when promoting the interests and needs of young people in safeguarding systems and care and leaving care services
2. Understand how social pedagogy's conceptual tools align with youth work values and principles when promoting a young person's holistic and social development	2.1 Explain and apply social pedagogy's conceptual tools to professional practice with young people
	2.2 Reflect on youth work values and principles and how they connect to social pedagogy's conceptual tools
	2.3 Demonstrate how the zone of proximal development (ZPD) informs the role of a youth worker in common thirds and as part of associational activities
3. Understand research and evidence that has resulted in contextual and complex approaches to safeguarding young people	3.1 Define the terms 'contextual' and 'complex safeguarding'
	3.2 Explain the evidence that underpins approaches to contextual and complex safeguarding
	3.3 Describe the defining features of child exploitation
	3.4 Reflect on the contribution youth work can make to promoting the development of young people within contextual and complex safeguarding systems
4. Be able to explain how youth work can enable the inclusion, development and participation of young people in care and leaving care services	4.1 Appreciate the challenges young people in care and leaving care services experience and the reasons for poor transitions and outcomes
	4.2 Reflect on own experience of the benefits of using leisure-based activities with young people
	4.3 Identify how leisure-based activities can create social capital for young people in care and leaving care services



Delivery and assessment guidance

LO1: Learners should consider legislation, guidance and frameworks in safeguarding systems and care and leaving care services.

This unit must be assessed in line with NCFE's assessment principles.

**YW O17 Youth work and social work (T/650/5252)**

Unit summary				
This unit outlines the knowledge and skills underpinning youth work approaches and how they can contribute to a social care setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by youth work approaches and social work approaches	1.1 Explain the values, activities and purpose of youth work
	1.2 Explain the values, activities and purpose of social work
	1.3 Analyse the main differences in approaches between youth work and social work
2. Understand differences in professional approaches	2.1 Explain the legal status of youth work and social work
	2.2 Explore professional cultures in youth work and social work and their differences/similarities
3. Understand the impact of the differences in professional approaches on the people being worked with	3.1 Analyse examples of youth work practice and explore the consequences for clients
	3.2 Analyse examples of social work practice and explore the consequence for clients
	3.3 Explore the whole range of practice and its implications for families and young people
4. Understand the opportunities and tensions that arise when seeking to apply youth work principles and approaches in identified practice settings	4.1 Using the principles of youth work, identify areas that may conflict with social work principles
	4.2 Explain how youth work and social work can complement each other for the benefit of young people and families
5. Identify ways to reduce tensions and maintain professional integrity	5.1 Explore the professional boundaries and limits of youth work approaches
	5.2 Explore the professional boundaries and limits of social work approaches
	5.3 Explain how professional boundaries and limits can be negotiated in a professional setting

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O18 Youth work and youth justice (Y/650/5253)**

Unit summary				
This unit introduces learners to the youth justice system and the range of interventions deployed with young offenders or young people at risk of offending. Learners will consider how their own practice can support young people navigate through the system and the opportunities and tensions that may arise when seeking to uphold youth work principles in interagency youth justice work.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by youth justice	1.1 Explain different definitions of youth justice
	1.2 Summarise principles of youth justice
	1.3 Summarise theories applicable to youth offending and youth justice
2. Understand the historical, social and legal context for youth justice	2.1 Explain the historical context of youth justice
	2.2 Explore the social context of youth justice
	2.3 Justify the legal context of youth justice
3. Understand youth justice policy and processes and alternative approaches	3.1 Examine youth justice policy
	3.2 Evaluate youth justice processes
	3.3 Evaluate alternative approaches to youth justice
4. Understand how youth work approaches can support young people involved in the youth justice system	4.1 Examine how youth work can support young people involved in the youth justice system
	4.2 Explore opportunities and tensions that arise when applying youth work principles in youth justice work

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O19 Youth work approaches to violence, gangs and exploitation (A/650/5254)**

Unit summary				
This unit outlines the knowledge and skills underpinning youth work approaches to violence, gangs and exploitation.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by youth violence, gangs and exploitation	1.1 Define 'youth violence', 'gangs' and 'exploitation' 1.2 Identify common assumptions and myths about youth violence, gangs and exploitation
2. Understand contexts, causes and consequences of youth violence, gangs and exploitation	2.1 Outline the context of youth violence, gangs and exploitation 2.2 Discuss the possible causes of youth violence, gangs and exploitation 2.3 Discuss the consequences of youth violence, gangs and exploitation
3. Understand how youth work approaches can respond to youth violence, gangs and exploitation	3.1 Outline key principles of youth work and informal education 3.2 Explain how youth work can respond to youth violence, gangs and exploitation in a range of practice settings
4. Be able to evaluate own practice and approaches to youth violence, gangs and exploitation	4.1 Evaluate own knowledge, skills and understanding in relation to violence, gangs and exploitation 4.2 Summarise required development actions to improve own knowledge, skills and understanding of youth violence, gangs and exploitation

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.



YW O20 Youth work approaches to working in the secure estate (D/650/5255)



Unit summary				
The aim of this unit is to provide learners with an understanding of how youth work principles and methodologies are applied within a secure estate setting. Learners will develop skill sets and knowledge base, increasing confidence and competence to work autonomously and collaboratively across sectors, and improving outcomes for young people within the secure estate.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose and structure of the secure estate	1.1 Clarify what is meant by the secure estate
	1.2 Explain the roles of different professionals working within the secure estate
	1.3 Summarise the key policies and legislation that drive delivery within the Youth Custody Service (YCS)
	1.4 Evaluate the role of His Majesty's Inspectorate of Prisons for England and Wales (HMI Prisons)
2. Understand the context and experience of the young person within the secure estate	2.1 Explain the contributing factors as to why young people may find themselves in the secure estate
	2.2 Define what is meant by contextual safeguarding within the secure estate
	2.3 Define what is meant by trauma-informed practice within the secure estate
	2.4 Outline the possible causes for challenging behaviour within the secure estate
	2.5 Evaluate the need to de-escalate challenging behaviour within the secure estate
3. Understand how youth work practice maintains an asset-based approach to practice within a secure estate	3.1 Identify the role of youth work within the secure estate, including: - guiding key principles - National Occupational Standards (NOS) - the national curriculum.
	3.2 Define what is meant by asset-based youth work within the secure estate
	3.3 Clarify youth participation and its role within the secure estate
	3.4 Assess power dynamics within the secure estate and how these can influence relationships between young people and professionals
	3.5 Evaluate how youth work and informal education methodologies can support formal education within the secure estate



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the skills needed to manage self and others within the secure estate environment	4.1 Clarify the role of the youth worker within the secure estate
	4.2 Evaluate the support mechanisms for youth workers when working within the secure estate
	4.3 Explain how anti-discriminatory practices can drive youth work practices within the secure estate
	4.4 Assess the relationships between different professionals within the secure estate

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O21 Youth work in formal education (F/650/5256)**

Unit summary				
This unit explores complexities, challenges and opportunities for youth workers working in a formal educational setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of a youth worker when working in formal educational settings	1.1 Analyse the key principles and values of youth work
	1.2 Explain the role of a youth worker and their relationship with young people in formal educational settings
	1.3 Reflect on the contradictions and/or tensions when working in different formal educational settings
2. Understand the differences between formal, informal and non-formal education	2.1 Critically compare the differences between formal, informal and non-formal education
	2.2 Evaluate the different approaches to education and how they relate to the role of the youth worker
3. Understand the working context and demands of formal education and how youth workers can work collaboratively to support young people	3.1 Understand the demands on teachers/schools from policymakers
	3.2 Evaluate the causes for young people to become disengaged with formal education
	3.3 Reflect on how the context of young people's lives can impact on their educational journey
	3.4 Explain how collaborative working can mutually benefit practitioners and young people
4. Be able to critically evaluate practice dilemmas and complexities of working in formal educational settings	4.1 Reflect on own experience of working in a formal educational setting
	4.2 Evaluate own skills and competencies to work in formal educational settings
	4.3 Explore potential challenges and opportunities in working in formal education
	4.4 Design activities and ways of working with young people who have become disengaged with formal education

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.

**YW O22 Youth work, participation and democracy (H/650/5257)**

Unit summary				
This unit outlines the knowledge and skills underpinning youth work approaches to youth participation and the role that youth work can play in supporting young people's engagement in democratic life. It explores the range of ways youth participation can be defined and understood, as well as its connection to young people's human rights and democracy. Learners will look at the different forms of youth participation in civic and political life and the role that youth work, as a method of informal education, can play in relation to this. It encourages practitioners to consider how their own youth work practice can support young people's political and civic engagement.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the range of ways youth participation can be defined and communicate its connection to democracy and young people's human rights	1.1 Discuss the range of ways youth participation is defined and understood as well as the implications of this for youth work practice
	1.2 Explain young people's human rights as a foundation for youth participation
2. Understand the various forms and types of youth participation in democratic society and the barriers young people may face engaging in them	2.1 Determine the range of ways young people can be involved in civic and political participation
	2.2 Describe the social trends and barriers relating to young people's democratic engagement
3. Understand the role that youth work can play in enabling young people's participation	3.1 Define the role that youth work and informal education can play in enabling young people's participation
	3.2 Analyse the various justifications for youth participation projects, programmes or policies and how they might apply to youth work
	3.3 Compare the role that youth work can play when supporting young people's participation to the approaches used by other sectors
4. Be able to evaluate own practice and approaches to enabling young people's participation	4.1 Review effectiveness of own youth work practice as a tool for youth participation
	4.2 Plan ways in which own youth work practice could be enhanced in order to better support young people's civic and political participation
	4.3 Demonstrate the use of suitable educational, participatory and group work approaches to support youth participation

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.



YW O23 Building curiosity for all: informal science, technology, engineering, mathematics (STEM) in youth work (H/652/1619)

Unit summary				
The aim of this unit is to provide learners with the skills and knowledge to be able to understand the benefits of informal science, technology, engineering and mathematics (STEM) activities in youth work and how they can implement these activities alongside their core youth provision to engage young people in new ways and reach non-engaged young people through a varied offer.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the barriers to wider STEM participation in education and employment and the impact of these sustained inequitable patterns	1.1 Explain the importance and impact of the sustained STEM skills gap
	1.2 Explore the multitude of factors that shape young peoples' participation and engagement in STEM
	1.3 Evaluate own knowledge, skills and attitudes towards STEM and explore the potential impact of these on own career trajectory and youth work practice
2. Understand the potential role of STEM in supporting youth and science-related outcomes among young people when delivered in informal settings	2.1 Summarise the key benefits of informal STEM on both youth and science-related outcomes
	2.2 Examine how informal STEM education can support wider youth outcomes
	2.3 Discuss the importance of supporting young people to develop confidence to solve problems and respond to failure and the links to informal STEM learning approach
3. Be able to draw on research evidence and own reflective practice to identify effective practice embedding informal STEM activities into youth work	3.1 Summarise methods to follow to ensure a social justice approach to informal STEM in youth work settings is being implemented
	3.2 Explain key issues to consider when structuring and running informal STEM activities with young people
	3.3 Reflect on own practice to explore what aspects of best practice in STEM could be introduced and identify any potential challenges
4. Be able to gain experience setting up and running STEM activities and embedding STEM in own youth work practice.	4.1 Plan, deliver and evaluate an informal STEM activity for young people
	4.2 Demonstrate the application of a social justice approach to informal STEM within their own youth work practice
	4.3 Critically reflect on own practice to maximise the impact of informal STEM activities for all young people

Range
1. Understand the barriers to wider STEM participation in education and employment and the impact of these sustained inequitable patterns
1.1 Sustained STEM skills gap:
The sustained STEM skills gap in the UK refers to the ongoing shortage of workers with the necessary skills, qualifications, and experience to fill roles in STEM-related industries. This gap has persisted for



Range

years and affects both the public and private sectors, from digital technology to engineering, healthcare, and advanced manufacturing.

In the UK (and most developed countries) there is a widely accepted need for more people studying and working in STEM. Jobs in STEM are predicted to grow at double the rate; STEM graduates are more likely to be employed in full-time positions, earn more and are less likely to be underemployed. Yet, the STEM skills gap persists and is growing. There remains a lack of definitive and reliable data on supply and demand issues in STEM.

The social injustices of the current STEM education system in the UK should be explored. Among these, gatekeeping practices in the English system which prevent many interested and capable young people from continuing through double/triple Science, the age at which GCSE subjects are picked and key decisions regarding trajectories are made, grade severity and its impact on the restricted entry to A level science courses as well as the later impact of entry requirements to STEM subjects post-secondary could be discussed. Cross-cultural reflections and comparisons should be drawn wherever possible.

Issues relating to views and attitudes towards science developed in formal education should also be discussed. Young people learn from a young age that science, especially physics, is only for the select few (for example, male, 'brainy') and these views are often reinforced by teaching practices (for example, males and students from more privileged backgrounds are more likely to receive encouragement from teachers to continue with STEM, high STEM achievement explained differently for female (hard work) and male students (natural talent)).

1.2 Multitude of factors:

Young people's engagement with STEM is influenced by a wide variety of interconnected factors. These include personal interest, gender, ethnicity, social class, social influences, access to resources, and systemic inequalities.

Factors could include:

- educational factors
- social and cultural influences
- economic and access issues
- identity and self-perception
- wider societal and policy factors.

The uneven participation in physics, maths and computing relative to the other STEM subjects in higher education should be highlighted. Consideration should be given to the production of a narrow range of future scientists and people working in science-related jobs, and how this will reproduce the sustained dominant patterns.

There is a real need to broaden the gender, ethnic and social class profile of STEM students post-16, again particularly in physics and engineering. This is a key priority area for the UK government and other Western developed nations. The patterned nature of STEM participation and engagement (in both education and employment) and issues relating to social justice in formal STEM education should be considered. Social justice in STEM can be defined as ensuring that all young people see themselves as fully represented and supported members of STEM fields.

**Range**

However, despite massive investments of time and resources to widen (and increase) participation, STEM participation remains dominated by the privileged (for example, white, male, middle-class, able-bodied). Recent thinking has shifted from a perceived lack of student motivation to how STEM education is introduced, established and maintained to enable inclusive participation.

1.3 Potential Impact:

Learners could consider how their current STEM stance may:

- open up new professional development opportunities (for example, STEM outreach, science, technology, engineering, arts and mathematics (STEAM) initiatives, digital youth work)
- influence career ambitions (for example, moving into education, policy and tech-enabled youth services)
- identify areas for growth or learning that would strengthen career options
- shape their credibility as a facilitator or mentor in a digital or STEM-rich world.

In terms of the impact on youth work practice, learners could explore how their attitudes and abilities in STEM may affect:

- the quality of STEM experiences they provide to young people
- their ability to challenge stereotypes or engage underrepresented groups
- whether they inspire or discourage curiosity, innovation, and exploration in others
- how effectively they can signpost or support pathways into STEM for young people.

Examples could include:

- running or avoiding digital workshops
- highlighting STEM role models from diverse backgrounds
- encouraging girls or minoritised youth to take part in tech clubs or maker spaces.

2. Understand the potential role of STEM in supporting youth and science-related outcomes among young people when delivered in informal settings**2.1 Key benefits:**

There are calls to move informal STEM learning beyond inspiring more science workers, towards supporting more equitable outcomes. The Curiosity Programme, among others, aimed to break down barriers to STEM education in youth work settings and identify some key benefits that informal STEM work can have on young people in informal settings. The programme was targeted towards a sample of young people who face a defined challenge or issue in their lives; however the findings are more widely applicable to the wider population of youth functioning in today's world. The programme showed that embedding informal STEM activities into youth work practices can broaden young people's understanding of what science can be and who 'does' STEM. This led to increased aspirations and widening STEM as a study and work discipline for 'people like me'.

In addition to STEM educational learning outcomes, additional benefits from STEM education include: emotional wellbeing, improved resilience, higher confidence, more empowerment, increased self-belief, improved physical activity and local connectedness, better communication skills, and nurturing exploration to better understand the world around young people.



Range

The collaborative nature of science-related delivery can result in young people engaging with more and different young people and achieving more positive relationships, stronger self-beliefs and can reduce social isolation often experienced by the young people who engage in these youth spaces. Working as a team to solve problems or during experiments encourages connections between peers but also with trusted adults and family members too, facilitated by the informal nature of STEM in these activities as they exclude the rigid structure of the school environment and allow connections to grow organically.

2.2 Wider youth outcomes:

The exploratory nature of science, compared to the somewhat knowledge-focused experiences that most young people are familiar with through formal STEM education, will be highlighted. Learners could reflect on the structure of both formal and informal education and STEM education and explore how these structures support wider youth and STEM specific outcomes.

In contrast to formal education curriculum, informal STEM opportunities encourage young people to independently research and present their findings in a more creative and playful approach to STEM, helping them develop confidence further. The practical nature of STEM projects also allows young people to have a hands-on approach (for example, cooking, craft, outdoor activities), acquiring practical skills that are applicable in their daily lives and interactions with the ever-changing world around them (reading instructions methodologically, using equipment safely). More specifically, the structure of informal STEM opportunities lends itself well to youth work and has the potential to switch young people on to STEM in a way that classroom learning may not have succeeded, as it is applicable, relatable and transferable. Additionally, STEM sessions can be welcoming to a variety of different levels of literacy and learning styles, and can be inclusive for children with additional needs, which can help reduce barriers to engagement.

Youth work intrinsically involves the young people often underrepresented in STEM, so participation in informal STEM activities could help to reach key groups needing more STEM support and exposure and ensure that more young people see STEM as for 'people like them'. Traditional forms of outreach may inadvertently exclude some young people from ethnic minority communities and may not be meeting the needs of many of these young people. Youth work's flexibility and capacity to engage young people and support cross-community interaction in creative ways is well documented.

There does not need to be a strict focus on STEM content, or for youth workers to have all the answers or specialist knowledge. Instead, the focus should be on collaborative exploration and discovery, supporting the STEM journeys of young people alongside those of the youth workers themselves. In this, STEM can be seen as another thing to explore with the young people. One of the key impacts of The Curiosity Programme was that young people could be supported through STEM in youth work, but they did not need to have to go into STEM to be successful. In this, STEM can be just another tool (like arts and sports) that youth workers can have at their disposal to help young people achieve several outcomes (including a sense of agency/ownership, creativity, resilience, critical thinking). Connecting young people more closely to science through informal, community-based approaches can have a positive impact, whether they choose to pursue STEM directly, move through it in different ways, or engage with it more broadly.

Youth workers are well placed to lead informal STEM learning. This approach helps reduce the barriers often associated with formal STEM education, creating a safe environment where young people feel comfortable experimenting, taking risks, and learning from failure. It also builds on

**Range**

relationships with trusted adults and peers. Through this, young people can experience STEM in a more accessible and engaging way, helping to break down those barriers even further.

2.3 Importance:

Another key youth outcome documented by The Curiosity Programme (for example, by participation in informal STEM activities in youth work settings) was acceptance to failure while developing new skills. The nature of scientific exploration encourages mistakes and failure to be used as positive learning opportunities. Similarly, youth work is set up to focus on developing confidence to fail, taking risks, and developing overall confidence skills in life.

Informal STEM delivery is distinctive in that failure is also an achievement for example, learning from failure allows science to progress and evolve and is an essential aspect of the scientific process. Through this, achievement is redefined with the formal forms of achievement removed allowing young people to challenge what they can and cannot do, from their own perspectives. However, STEM is underused compared to the arts and sports in youth work.

3. Be able to draw on research evidence and own reflective practice to identify effective practice embedding informal STEM activities into youth work

3.1 Methods:

Research suggests that simply making STEM more exciting and interesting for young people is not the only answer to the participation problems seen globally. Both informal and formal science spaces need to be welcoming and connected to young people's lives, and science capital and equity are key to ensuring a social justice approach is taken.

The idea of science capital, as a combination of socialised dispositions and science-related resources that produce a sense of whether science is for 'people like me' or not. A science capital approach should be outlined and explored, to support youth workers help young people find more meaning and relevance in STEM and therefore become more engaged in the activities. The equity compass should also be considered. Like the science capital teaching approach, the equity compass is a framework that can help encourage reflective and equitable practice when working with young people. Both of these approaches focus on changing practice, not the young people (they are not deficit approaches).

3.2 Key issues:

Beyond considering social justice issues relating to the structure and set up of informal STEM activities, learners should also consider aspects of good practice. Learners could also make reference to the STEM and Digital Youth Work in Ireland report, from the National Youth Council of Ireland, which details key practice features to aim for when setting up these activities.

Informal STEM learning is all about creating accessible, engaging, and inclusive experiences that inspire curiosity and build confidence. To do this effectively, youth workers must consider several practical, pedagogical, and ethical factors. Factors could include:

- inclusivity and accessibility
- clear purpose and relevance
- engaging and creative delivery
- role of the facilitator
- planning and structure



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- voice and participation
- safeguarding and risk.

Additionally, ensuring that young people understand the STEM opportunities and current issues relating to STEM around their local communities has been shown to improve engagement. In this, location specificity is key, learners should be encouraged to draw from community resources and interests, as well as the environmental and political context that young people are operating within.

3.3 Reflect on own practice:

There is a lot of stigma and fear surrounding STEM, both from the young people themselves, but also among teachers/tutors. Both primary and secondary school teachers have expressed concerns about feeling anxious due to the skills and perceived specialisation required to teach science to young people. There are also fears around open-ended learning and how to support young people to work towards personally set goals. It is key to understand that STEM, both formal and informal, should not be intimidating and retaining the informal nature of the youth work settings, rather than a more formal education style that might be traditionally expected in science, can result in a rewarding experience for both staff and students. There is a real need to demystify science and emphasise the links between science and everyday life, make it transparent, and link STEM to possible careers and training opportunities for young people. Learners should explore how they can implement informal STEM activities with young people while being mindful of suggested teaching methods to ensure inclusivity.

Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.

**YW O24 Youth work and social action (L/652/1620)**

Unit summary				
The aim of this unit is to provide learners with the skills and knowledge to be able to understand different models of social change within youth work and their influence on social action practice. Learners will explore the role of interdisciplinary collaboration in social action and examine its impact across diverse settings. Additionally, the unit will focus on the key principles of inclusive social action practice, equipping learners with the knowledge and skills to effectively engage young people in meaningful social change initiatives.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to understand the different models of social change in youth work and their impact on social action practice	1.1 Explain how and why youth social action was developed as an approach
	1.2 Describe different theories and models that underpin social action
	1.3 Explain essential elements of social action to include values, principles, process and methodology
	1.4 Critically analyse the differences between volunteering, community service and social action
	1.5 Summarise theoretical perspectives and outcomes for young people
2. Be able to understand the different elements of social action	2.1 Identify the main differences between youth social action and other approaches in work with young people
	2.2 Summarise the values and principles of social action
	2.3 Explain the key role of facilitation in youth social action
	2.4 Describe the range of different leadership styles and the different outcomes each achieves
	2.5 Compare the distinguishing elements of the methodology of youth social action against traditional approaches in youth work
	2.6 Critically evaluate the ideas, effectiveness and outcomes of social action against other approaches
3. Be able to understand the role of interdisciplinary working in social action and its impact on social action in different settings	3.1 Explain the different settings where social action has been used and its impact – youth justice, inclusion, in school and school community boundary, housing, community regeneration, sub-culture and cultural settings
	3.2 Differentiate varying approaches to addressing social problems in different youth social action settings
	3.3 Critically evaluate the impact of social action in relation to the work in different settings



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Investigate different routes to personal and social development in different approaches and in youth social action
	3.5 Critically evaluate the role of co-production in social action with young people
4. Be able to understand the key elements of inclusive social action practice in working with young people	4.1 Explain a range of factors which create discrimination and exclusion with reference to intersectionality and ways these can be overcome
	4.2 Critically analyse the different approaches to social change in mainstream activities and settings
	4.3 Demonstrate an understanding of the importance of self-directed groupwork and self-empowerment in youth social action
	4.4 Critically appraise approaches to co-creating opportunities with young people to collectively participate and have control over decisions that affect their lives, and in creating social change
	4.5 Analyse the significance of evaluation to measure the impact of active choice and autonomy for young people

Range
1. Be able to understand the different models of social change in youth work and their impact on social action practice
1.1 Youth social action: Learners must define youth social action, which is different ways of viewing and defining social problems faced by young people. Learners must also explain how youth social action was developed. This could include: • historical roots • policy and government initiatives • educational and community influence • response to social challenges. Additionally, learners must also explain why it was developed. This could include: • empowerment and personal growth • community impact • bridging social divides • civic engagement and democracy • enhancing employability. Youth social action continues to evolve, with digital activism, climate movements, and grassroots initiatives expanding its scope and impact.
1.2 Different theories and models: There are several theories and models that underpin social action in youth work, each providing a framework for understanding how young people engage in social change. These theories highlight the role of empowerment, participation, and social justice in youth social action. Learners could include a range of the following:



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- Empowerment Theory (Rappaport, 1981)
- Freire's Critical Pedagogy (Paulo Freire, 1970)
- Hart's Ladder of Participation (Roger Hart, 1992)
- Arnstein's Ladder of Citizen Participation (Sherry Arnstein, 1969)
- Social Capital Theory (Putnam, 2000 & Bourdieu, 1986)
- Asset-Based Community Development (ABCD) (Kretzmann & McKnight, 1993)
- Social Learning Theory (Bandura, 1977).

These theories and models help shape the way youth social action is designed and delivered, ensuring it is participatory, empowering, and impactful.

1.3 Essential elements of social action:

Youth social action is guided by core values, principles, and a structured process to ensure meaningful and impactful engagement. These elements ensure that social action is ethical, participatory, and effective in creating positive change.

Learners must include:

- values of social action:
 - social action is rooted in key values that drive young people's motivation and commitment to making a difference
- principles of social action:
 - social action is underpinned by fundamental principles that guide how it is designed and implemented
- process of social action:
 - social action follows a structured process to ensure effectiveness and meaningful engagement
- methodology of social action:
 - the different approaches that are used to engage young people in social action.

The essential elements of social action:

- values
- principles
- process
- methodology.

Ensure that young people's efforts are impactful, ethical, and sustainable. By fostering empowerment, participation, and collaboration, social action enables young people to drive meaningful change in their communities and beyond.

1.4 Volunteering, community service and social action:

Are related concepts but differ in terms of their focus, objectives, and outcomes.

Learners must provide a comprehensive critical analysis, which could include elements of the following:

- volunteering:

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- focus on supporting immediate needs or organisational goals without necessarily addressing the root causes of those needs
- while it is a valuable way to support communities, it lacks the transformative goals of social action
- community service:
 - is similar in its focus on helping others but often carries an element of obligation (for example, as part of legal or school requirements)
 - though it benefits the community, it can sometimes lack the depth of engagement or awareness of systemic issues compared to social action
- social action:
 - distinguishes itself by being focused on empowering individuals and groups to address systemic change, not just temporary solutions
 - encourages critical thinking, advocacy, and leadership, aiming for broader social change rather than simply meeting immediate needs.

While volunteering and community service are important in meeting immediate needs, social action is necessary for fostering sustainable, long-term change in society by addressing underlying causes and influencing public policy or societal norms.

1.5 Theoretical perspectives and outcomes:

Several theoretical perspectives provide insight into the benefits and outcomes of youth social action. These theories highlight how engaging in social action influences young people's development, values, and societal roles. Learners must draw on the theoretical perspectives explored in AC1.2.

Learners must also demonstrate their understanding of the links between ideas and practice – how we think about social problems and their causes informs different models of youth work and social education practice. They should also consider the impact of various models or ways of thinking, including:

- campaigning
- lobbying
- volunteering
- community service
- access
- inclusion
- intersectionality
- participation
- co-production
- self-directed groups
- activity
- social and life skills
- recreation
- youth justice
- punishment in the community.

2. Be able to understand the different elements of social action**2.1 Youth social action and other approaches:**



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Youth social action is distinct from other approaches in youth work in terms of its objectives, methods, outcomes, and underlying philosophies. Learners should identify barriers to participation and inclusion for certain groups of young people and the different approaches to addressing these barriers.

2.2 Values and principles:

Social action is guided by a set of values and principles that aim to empower individuals, address social issues, and create positive change in society. These values and principles ensure that social action is effective, ethical, and sustainable. Learners must show an awareness of young people being agents of change, self-empowerment through learning, development and creating social change.

2.3 Facilitation:

Facilitation plays a crucial role in youth social action by supporting young people to take ownership of their projects while ensuring they have the tools, guidance, and environment they need to succeed. Facilitators are essential in helping youth navigate the complexities of social action, empowering them to lead, collaborate, and achieve meaningful change in their communities.

Learners must articulate the role of the facilitator in youth social action and the differences with traditional youth leadership roles.

2.4 Different leadership styles and the different outcomes:

In youth work and youth social action, leadership styles play a crucial role in determining the effectiveness of programmes and the outcomes achieved. Different leadership styles impact the level of youth engagement, empowerment, and the overall success of the initiatives. Leadership styles could include:

- authoritarian leadership (directive)
- democratic leadership (participative)
- transformational leadership
- laissez-faire leadership (hands-off)
- servant leadership
- coaching leadership
- charismatic leadership
- transactional leadership
- collaborative leadership
- visionary leadership.

2.5 Distinguishing elements of the methodology:

Youth social action and traditional approaches in youth work share the overarching goal of engaging young people and supporting their personal and social development. However, the methodologies employed in each are distinct in their focus, strategies, and outcomes. Comparisons between youth social action and traditional youth work approaches could include:

- purpose and focus
- role of the youth worker
- approach to youth engagement
- methodology and structure

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- youth as agents of change
- community impact and social change
- outcome measurement.

2.6 Social action against other approaches:

Social action as a methodology in youth work and broader community development is a powerful approach that emphasises empowering young people to drive social change and engage in activities that aim to solve societal issues. However, when evaluating its effectiveness and outcomes, it is important to compare it with other approaches, such as traditional youth work, mentorship, recreational programmes, and skills-based approaches. Each approach has unique strengths and limitations that contribute to its effectiveness in specific contexts.

Learners could consider where social action is used in the I Will Movement, National Citizen Service (NCS), The King's Trust (formerly known as 'The Prince's Trust'), BBC Children in Need Youth Social Action programmes, including what difference they make to the lives of young people, as well as what change is achieved.

3. Be able to understand the role of interdisciplinary working in social action and its impact on social action in different settings**3.1 Different settings:**

To include:

- youth justice
- inclusion
- in school and school community boundary
- housing
- community regeneration
- sub-culture and cultural settings.

3.2 Addressing social problems:

Learners should be able to differentiate different approaches to addressing social problems in different youth social action settings.

3.3 Impact:

Learners should be able to evaluate the impact of social action in relation to the work in different settings in order to compare models applied with the model selected/preferred in own setting.

3.4 Routes to personal and social development:

Learners should be confident in their knowledge of different routes to personal and social development in different approaches and a particular approach when applied in youth social action in a setting.

3.5 Co-production:

Learners should be able to articulate multi-agency approaches to working with young people in youth social action that address the causes of discrimination and inequality and ways these can be

**Range**

overcome through collaborative ways of working, examples from their own practice may be applied here.

4. Be able to understand the key elements of inclusive social action practice in working with young people

4.1 Factors which create discrimination and exclusion:

Intersectionality is a framework that recognises how individuals can experience multiple, overlapping forms of discrimination due to the interconnected nature of their identities, such as:

- race
- gender
- sexuality
- class
- disability
- religion.

Rather than viewing discrimination as a single-issue experience, intersectionality helps youth workers understand how power, privilege, and oppression interact in complex ways.

Key factors could include:

- stereotyping and prejudice:
 - assumptions based on identity
 - cultural biases can limit opportunities or reduce support for some young people
- ableism and accessibility barriers:
 - young people with physical, learning, or mental health needs may be excluded by inaccessible buildings, materials, or language
 - hidden disabilities are often overlooked
- cultural and religious discrimination:
 - practices or events that disregard religious or cultural needs (for example, dietary requirements, dress codes, timing around religious holidays)
 - lack of representation in youth work leadership
- LGBTQIA+ exclusion:
 - homophobia, transphobia, and a lack of safe spaces can silence or isolate LGBTQIA+ youth
 - misgendering or heteronormative language can cause harm
- socioeconomic inequality:
 - young people from low-income backgrounds may face barriers to participation (for example, cost of travel, digital exclusion, stigma)
- racism and ethnic discrimination:
 - systemic racism can affect education, employment, and policing experiences
 - microaggressions and underrepresentation in decision-making are common
- mental health stigma:
 - mental ill-health is still widely misunderstood, especially in some cultures or among boys and young men
 - stigma may prevent disclosure or access to support.

4.2 Different approaches:

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Youth work, at its core, is rooted in the promotion of social justice, equality, and empowerment. Different approaches to social change within mainstream youth work reflect varied philosophies, levels of youth participation, and strategies for challenging systemic inequality. Approaches could include:

- participatory and empowerment-based approaches:
 - these approaches aim to involve young people as active agents in shaping their own lives and communities
 - activities might include youth councils, peer mentoring, participatory action research, or co-produced programmes
- structural and systemic approaches:
 - focus on identifying and challenging social inequalities through policy engagement, systems thinking, and working with institutions (for example, schools, local councils and police)
- creative and expressive approaches:
 - uses arts, media, music, and digital storytelling to amplify youth voice, challenge dominant narratives, and explore identity and justice
- educational and awareness-raising approaches:
 - uses workshops, group discussions, campaigns, or informal teaching to increase awareness of social issues (for example, climate change, mental health and discrimination)
- service delivery and intervention approaches:
 - offers targeted support (for example, mentoring, employment training and wellbeing programmes) to improve life chances and reduce inequality.

4.3 Self-directed groupwork and self-empowerment:

Self-directed groupwork refers to group activities where young people take ownership of their projects, learning, and decision-making. In youth social action, this means young people are given the freedom to identify issues, design solutions, and drive the direction of their work. This approach can be especially powerful as it fosters independence, leadership, and a sense of responsibility.

Self-empowerment is about helping young people build the confidence, skills, and knowledge needed to take control of their lives and act as agents of change within their communities. Empowerment is central to youth social action as it ensures young people are not passive recipients of change, but rather active participants who contribute meaningfully to their communities.

4.4 Co-creating opportunities:

Co-creating opportunities with young people is a fundamental principle of youth-centred practice, where young people are not just recipients of services, but active partners in decision-making and social change processes. This participatory approach can foster agency, build leadership, and empower youth to affect change in their own lives and communities.

However, these approaches are not without their challenges. They require careful consideration of power dynamics, the capacities of young people, and the structures within which the work is being undertaken. Approaches could include:

- youth-led decision-making
- participatory action research (PAR)
- co-design and co-delivery of programmes
- youth participatory budgeting.

**Range**

While each of these approaches to co-creating opportunities with young people offers significant benefits, they all require careful consideration of power dynamics, resource availability, and young people's capacity. Youth participation should not be superficial but deeply embedded in the design and delivery of social action projects.

4.5 Active choice and autonomy:

Active choice and autonomy refer to empowering young people to make decisions about their own lives, activities, and participation in various projects, particularly in the context of youth work and social action. These principles are central to youth empowerment, where young people are given opportunities to exercise control, participate in decision-making, and shape their experiences.

Active choice allows youths to feel a sense of agency in selecting pathways, while autonomy ensures that they have the freedom and confidence to follow through with their decisions. Both play a crucial role in promoting self-efficacy, self-esteem, and engagement in meaningful activities.

Delivery and assessment guidance

This unit must be assessed in line with NCFE's assessment principles.



YW O25 Working with Gypsy, Roma and Traveller young people (M/652/1621)



Unit summary				
This unit focuses on promoting understanding equality, and engagement with Gypsy, Roma and Traveller communities. The unit emphasises the importance of breaking down stereotypes and misconceptions to foster equal participation and right-based approaches through meaningful youth work practice across a range of settings.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 4	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand common stereotypes and misconceptions surrounding ethnic Gypsy, Roma and Traveller communities (protected by the 2010 Equality Act)	1.1 Explore common stereotypes associated with Gypsy, Roma and Traveller communities
	1.2 Describe any personal bias (conscious and unconscious)
	1.3 Use examples to discuss understanding and knowledge of the Gypsy, Roma and Traveller communities
	1.4 Analyse barriers to equal participation in society, including the history of marginalisation, and long-term prejudice
2. Understand language, culture, and history of Gypsy, Roma and Traveller communities	2.1 Explore language, culture and history of the communities
	2.2 Examine statistics, demographics and terminology
3. Understand a rights-based approach to working with Gypsy, Roma and Traveller communities	3.1 Identify human rights-based approaches to working with Gypsy, Roma and Traveller communities
	3.2 Examine the policy context in relation to youth work practice
4. Understand the importance of youth work with Gypsy, Roma and Traveller communities and effective approaches to engagement	4.1 Explore positive integration for minority and majority communities
	4.2 Discuss how pride in and visibility of Gypsy, Roma and Traveller cultures is promoted
	4.3 Analyse outreach work, diversity in the youth setting and multi-agency working for social inclusion
5. Understand participation barriers, challenges, and good practice in a youth work setting	5.1 Analyse participation barriers in a youth work setting
	5.2 Examine good practice examples of participation in youth work settings
	5.3 Evaluate how they are developing inclusive practice in their own workplace

Delivery and assessment guidance
This unit must be assessed in line with NCFE's assessment principles.



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.

For this qualification, the centre must use the further information relating to childcare and health /early years educator/early years practitioner assessment principles, which can be found within the mandatory Support Handbook.



Section 3: explanation of terms

This table explains how the terms used at **level 4** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break down the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order that is suitable for purpose.
Compare	Examine the subjects in detail and consider and contrast similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Create	Make or produce an artefact as required.
Demonstrate	Show an in-depth understanding through explanation, illustration with examples, or by applying knowledge in a practical context.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account that includes contrasting perspectives.
Draw conclusions	Make a final decision or judgement based on reasons.
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. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the learner debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.



Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately (a description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Summarise	Give the main ideas or facts in a concise way to develop key issues.
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:

- Tutor Guidance including indicative content and non-mandatory assessment opportunities
- Qualification Factsheet.

Useful websites

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

- [Readings \(The Public Science Project\)](#)
- [Generated Intelligence: Resources for Professionals \(Generated Intelligence\)](#)
- [Black Cultural Activism Map \(Stuart Hall Foundation\)](#)
- [Trauma Informed Training for Schools and Communities \(TISCUK\)](#)
- [YoungMinds \(Young Minds\)](#)
- [Digital Youth Work - your digital resource hub \(Digital Youth Work\)](#)
- [Module 5 - Youth Work in the Digital World \(youthworkandyou.org\)](#)
- [about us \(coram child law advice\)](#)
- [Welcome to the world of social pedagogy \(ThemPra Social Pedagogy\)](#)

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.

 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
YW M1	F/650/5229	Introduction to professional development (youth work)	4	5	30

Optional units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH
YW O1	K/650/5230	Conflict transformation and trauma-informed practice in youth work	4	5	30
YW O2	L/650/5231	Critical youth work practice: exploring gendered worlds	5	5	30
YW O3	M/650/5232	Critical youth work practice: opening up gendered worlds	5	5	30
YW O4	T/650/5234	Detached youth work	4	5	30
YW O5	D/650/5237	Digital youth work	4	5	30
YW O6	L/650/5240	Leadership and management in youth work	4	5	30
YW O7	R/650/5242	Mental health and wellbeing in youth work	4	5	30
YW O8	T/650/5243	Race, racism and their relationship to youth work	4	5	30
YW O9	Y/650/5244	Strength-based approaches to youth work practice	4	5	30
YW O10	A/650/5245	Exploring the theoretical underpinnings of therapeutic youth work	5	5	30
YW O11	D/650/5246	Exploring therapeutic youth work in practice	5	5	30
YW O12	F/650/5247	Youth work and disability	4	5	30
YW O13	H/650/5248	Youth work and faith	4	5	30

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
YW O14	J/650/5249	Youth work and LGBTQIA+	4	5	30
YW O15	M/650/5250	Youth work and local strategy, local youth partnerships and related structures	4	5	30
YW O16	R/650/5251	Youth work and social pedagogy in children's social care	4	5	30
YW O17	T/650/5252	Youth work and social work	4	5	30
YW O18	Y/650/5253	Youth work and youth justice	4	5	30
YW O19	A/650/5254	Youth work approaches to violence, gangs and exploitation	4	5	30
YW O20	D/650/5255	Youth work approaches to working in the secure estate	4	5	30
YW O21	F/650/5256	Youth work in formal education	4	5	30
YW O22	H/650/5257	Youth work, participation and democracy	4	5	30
YW O23	H/652/1619	Building curiosity for all: informal science, technology, engineering, mathematics (STEM) in youth work	4	5	30
YW O24	L/652/1620	Youth work and social action	4	5	30
YW O25	M/652/1621	Working with Gypsy, Roma and Traveller young people	4	3	30

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v1.0	April 2023	First publication
v1.1	October 2023	Update to each unit table (two new columns – Evidence record and Assessor judgement achieved)
v1.2	January 2024	Statement regarding reasonable adjustments added to Section 1.
v2.0	August 2026	The following optional units have been added to this qualification: YW O23 Building curiosity for all: informal science, technology, engineering, mathematics (STEM) in youth work YW O24 Youth work and social action YW O25 Working with Gypsy, Roma and Traveller young people This qualification has been transferred into our most up-to-date Qualification Specification template.