

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 4 Certificate in  
Professional Development (Youth Work)  
QN: 610/2080/1**



**Qualification summary**

<b>Qualification title</b>	<b>NCFE CACHE Level 4 Certificate in Professional Development (Youth Work)</b>		
<b>Ofqual qualification number (QN)</b>	610/2080/1	<b>Aim reference</b>	61020801
<b>Guided learning hours (GLH)</b>	90	<b>Total qualification time (TQT)</b>	150
<b>Credit value</b>	15		
<b>Minimum age</b>	19		
<b>Qualification purpose</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		
<b>Work/industry placement experience</b>	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.		

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## Summary of changes

This summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version 1.1 October 2023). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
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 <a href="#">reasonable adjustments</a> added to section 1.

## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### 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 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.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor, who should refer to our policies and documents page 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:

- employment
- further education
- higher education

## 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

## Real work environment (RWE) requirement

Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (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).

### **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 learning outcomes (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 4 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
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.



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

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

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

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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• young people</li> <li>• allied services</li> <li>• youth workers</li> </ul>		
	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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
	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: <ul style="list-style-type: none"> <li>• young people</li> <li>• youth workers</li> </ul>		

#### 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)**

<b>Unit summary</b>				
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.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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This unit must be assessed in line with NCFE's assessment principles.
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**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.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 5</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• community auditing</li> <li>• creative auditing</li> <li>• the RAOMIE (rights-based) planning method</li> <li>• mapping and moving methods</li> </ul> 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 <b>resource base</b> 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		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
3. Be able to identify a range of methods and use at least 2 to: <ul style="list-style-type: none"> <li>• reflect on the process of the research</li> <li>• share the findings with others, to amplify the issues raised</li> </ul>	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		

<b>Range</b>
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
<b>2.1 Resource base:</b>  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.

<b>Delivery and assessment guidance</b>
This unit must be assessed in line with NCFE’s assessment principles.

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

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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This unit must be assessed in line with NCFE's assessment principles.
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**YW O6 Leadership and management in youth work (L/650/5240)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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 2 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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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This unit must be assessed in line with NCFE's assessment principles.
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**YW O7 Mental health and wellbeing in youth work (R/650/5242)**

<b>Unit summary</b>				
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.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		
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)**

<b>Unit summary</b>				
<p>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.</p> <p>Learners will be equipped to identify, engage and create change in professional and organisational practice.</p>				
<b>Assessment</b>				
<p>This unit is internally assessed via a portfolio of evidence.</p>				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• integration model</li> <li>• assimilation model</li> <li>• multicultural model</li> <li>• community cohesion</li> </ul>		
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• self-awareness in the development of strength-based practice</li> </ul>		

<b>Delivery and assessment guidance</b>
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This unit must be assessed in line with NCFE's assessment principles.
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**YW O10 Exploring the theoretical underpinnings of therapeutic youth work (A/650/5245)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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 a real work environment (RWE).

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

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
1. Be able to develop and demonstrate an understanding of the 4 key tenets of therapeutic youth work practice, therapeutic alliance and the model of therapeutic youth work	1.1 Explain the 4 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		



<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
<p>This unit must be assessed in line with NCFE's assessment principles.</p> <p>This unit must be assessed in a real work environment (RWE).</p>

## 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.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• access</li> <li>• inclusion</li> <li>• segregation</li> </ul>		
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: <ul style="list-style-type: none"> <li>• social</li> <li>• physical</li> <li>• attitudes to participation</li> <li>• inclusion</li> </ul> 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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
	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		
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
	for young people with a disability		
<b>Range</b>			
<b>4. Understand the key elements of inclusive practice in working with young people with a disability</b>			
<p><b>4.4 Critically appraise:</b></p> <p>Co-creating opportunities for children and young people with a disability to include:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• collaboration</li> <li>• peer networking</li> <li>• participation in social change</li> </ul>			
<b>Delivery and assessment guidance</b>			
This unit must be assessed in line with NCFE's assessment principles.			

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

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

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

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

<b>Unit summary</b>				
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.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• the roles and responsibilities of other professionals/agencies</li> <li>• barriers and contributory factors in partnership working</li> </ul>		
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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This unit must be assessed in line with NCFE's assessment principles.
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## 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:	Evidence record (for example page number and method)	Assessor judgement achieved Initial and date
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Delivery and assessment guidance</b>
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)**



<b>Unit summary</b>				
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.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• guiding key principles</li> <li>• National Occupational Standards (NOS)</li> <li>• the national curriculum</li> </ul> 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		
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)**

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

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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)**

<b>Unit summary</b>				
<p>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.</p>				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 4</b>	<b>5 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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		

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:	<b>Evidence record</b> (for example page number and method)	<b>Assessor judgement achieved</b> Initial and date
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.

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience in making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategies and principles relevant to this qualification

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.

### NCFE assessment strategy

#### Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers 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
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**NCFE assessment principles for adult care, childcare and health qualifications****1. Introduction**

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

**Assessing knowledge, skills and competence**

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

**Practical skills competence**

The centre with whom 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. Further information and guidance can be found below:

**2. Assessment principles**

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise in specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

## **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and which the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

### 3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

#### Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers 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
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### 4. Definitions

#### 4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

#### 4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

#### 4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

#### **4.4 Qualified to make quality assurance decisions:**

NCFE will determine what qualifications and/or experience are required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

#### **4.5 Expert witness:**

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence

### 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).

<b>Analyse</b>	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.
<b>Critically analyse</b>	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.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth of understanding.
<b>Classify</b>	Organise accurately according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order that is suitable for purpose.
<b>Compare</b>	Examine the subjects in detail, consider and contrast similarities and differences.
<b>Critically compare</b>	This is a development of 'compare' where the learner considers and contrasts the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
<b>Create</b>	Make or produce an artefact as required.
<b>Demonstrate</b>	Show an in-depth understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Provide a broad range of detailed information about the subject or item in a logical way.
<b>Discuss</b>	Write a detailed account that includes contrasting perspectives.
<b>Draw conclusions</b>	Make a final decision or judgement based on reasons.
<b>Evaluate</b>	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.
<b>Critically evaluate</b>	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.

<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
<b>Identify</b>	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).
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes based on additional knowledge or experience.
<b>Summarise</b>	Give the main ideas or facts in a concise way to develop key issues.
<b>Test</b>	Complete a series of checks utilising a set procedure.

This table explains how the terms used at **level 5** in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Act (as a role model)</b>	Serve as a model in a particular behavioural or social role for another person to emulate.
<b>Adapt (approaches)</b>	Modify, adjust, make suitable for purpose.
<b>Adhere to</b>	Follow, keep, maintain, respect, abide by, give support to (for example, adhere to a strict code of practice).
<b>Analyse</b>	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).
<b>Apply (standards)</b>	Explain how existing knowledge, practices and standards can be linked to new or different situations.
<b>Ascertain</b>	Find out for certain.
<b>Assess</b>	Estimate and make a judgement.
<b>Compare</b>	Examine the subjects in detail, looking at similarities and differences.
<b>Compare and contrast</b>	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
<b>Critically review</b>	Revise, debate and judge the merit of.
<b>Clarify</b>	Explain the information in a clear, concise way showing depth and understanding.
<b>Critically analyse</b>	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.
<b>Critically evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
<b>Describe</b>	Provide an extended range of detailed information about the topic or item in a logical way.
<b>Develop</b>	Identify, build and extend a topic, plan or idea.
<b>Distinguish between</b>	Discuss identified differences between more than one item, product, object or activity.
<b>Demonstrate</b>	Apply skills in a practical situation and/or show an understanding of the topic.

<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
<b>Evaluate</b>	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 when applicable.
<b>Establish</b>	Set up on a permanent basis; get generally accepted; place beyond dispute.
<b>Empower</b>	Equip or supply with an ability; enable or permit.
<b>Enable</b>	Supply with the means, knowledge or opportunity; make able.
<b>Formulate</b>	Draw together; set forth in a logical way; express in systematic terms or concepts.
<b>Give constructive feedback</b>	Provide commentary that serves to improve or advance; be helpful.
<b>Identify</b>	Ascertain the origin, nature or definitive characteristics of.
<b>Implement</b>	Put into practical effect; carry out.
<b>Investigate</b>	Detailed examination or study; enquire systematically.
<b>Intervene effectively</b>	Change an outcome.
<b>Initiate</b>	Originate/start a process.
<b>Justify</b>	Give a comprehensive explanation of the reasons for actions and/or decisions.
<b>Monitor</b>	Maintain regular surveillance.
<b>Mentor</b>	Serve as a trusted counsellor or teacher to another person; help others succeed.
<b>Negotiate</b>	Discuss with a view to finding an agreed settlement.
<b>Resolve</b>	Solve; settle; explain.
<b>Research</b>	A detailed study of a subject to discover new information or reach a new understanding.
<b>Review</b>	Revisit and judge the merit of.
<b>Recognise</b>	Acknowledge the validity of.
<b>Represent views of</b>	Act as an advocate; speak, plead or argue in favour of.
<b>Review and revise</b>	Revisit, judge the merit of and make recommendations for change.



<b>Reflect on</b>	Consult with oneself, recognising implications of current practice with a view to changing future practice.
<b>Recommend</b>	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
<b>Summarise</b>	Select the main ideas, arguments or facts and present in a precise, concise way.
<b>Signpost</b>	Point the way; indicate.
<b>Support</b>	Strengthen, support or encourage; corroborate; give greater credibility to.
<b>Secure</b>	Make safe; obtain (information or evidence).
<b>Work in partnership</b>	Work in association with 2 or more individuals (this may include stakeholders, service users and/or carers).

## 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:

- learner's evidence tracking log (LETL)
- 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:

- [www.agendaonline.co.uk/crush/](http://www.agendaonline.co.uk/crush/)
- [www.publicscienceproject.org/readings/](http://www.publicscienceproject.org/readings/)
- [www.genderedintelligence.co.uk/professionals/resources.html](http://www.genderedintelligence.co.uk/professionals/resources.html)
- [www.stuarthallfoundation.org/projects/black-cultural-activism-map/](http://www.stuarthallfoundation.org/projects/black-cultural-activism-map/)
- [www.traumainformedschools.co.uk](http://www.traumainformedschools.co.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.genderbread.org](http://www.genderbread.org)
- [www.digitalyouthwork.scot](http://www.digitalyouthwork.scot)
- [www.digitalyouthwork.eu](http://www.digitalyouthwork.eu)
- [www.youthworkandyou.org/ywelp-module-five/](http://www.youthworkandyou.org/ywelp-module-five/)
- [www.childlawadvice.org.uk/clas/](http://www.childlawadvice.org.uk/clas/)
- [www.thempra.org.uk](http://www.thempra.org.uk)

These links are provided as sources of potentially useful information for the 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 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.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**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 unit**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
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	Notes
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	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
YW O13	H/650/5248	Youth work and faith	4	5	30	
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	

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