**Level 2 Award and Level 2 Certificate in Youth Work Practice**

**Level 2 Award**Rules of Combination: Learners must achieve 11 credits from the first four units listed Mandatory Group A in order to gain the qualification.

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| **Mandatory Group A**  | **Unit****Number** | **Level** | **Credit Value** | **GLH** |
| Theory of Youth Work  |  | 2 | 4 | 30 |
| Safeguarding in a youth work setting |  | 2 | 3 | 20 |
| Young People’s Development |  | 2 | 2 | 13 |
| Engaging and Communicating with Young People |  | 2 | 2 | 10 |

 **Level 2 Certificate in Youth Work Practice**

Rules of Combination**:** Learners must achieve at least 26 credits to gain the qualification. To do this they must achieve all units from Mandatory Group A and at least 3 credits from Optional Group B.

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| **Mandatory Group A**  | **Unit****Number** | **Level** | **Credit Value** | **GLH** |
| Theory of Youth Work  |  | 2 | 4 | 30 |
| Safeguarding in a youth work setting |  | 2 | 3 | 20 |
| Young People’s Development |  | 2 | 2 | 13 |
| Engaging and Communicating with Young People |  | 2 | 2 | 10 |
| Group Work within a Youth Work Setting |  | 2 | 2 | 10 |
| Working with Behaviour that Challenges in a Youth Work Setting |  | 2 | 2 | 13 |
| Work-Based Practice in Youth Work |  | 2 | 6 | 20 |
| Reflective Practice in a Youth Work Setting |  | 2 | 2 | 7 |
| **Optional Group B**  |
| Key Principles and Values for Working with Young People who Misuse Substances |  | 2 | 3 | 10 |
| Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting |  | 2 | 3 | 20 |
| Supporting Young People’s Recreation and Leisure Within a Youth Work Setting |  | 2 | 3 | 16 |
| Anti-discriminatory Practice in Youth Work |  | 2 | 3 | 20 |
| Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting |  | 2 | 3 | 20 |
| Youth Work in Digital Spaces and Places |  | 2 | 2 | 10 |
| Trauma informed Approaches to Youth Work |  | 2 | 3 | 20 |

**Unit Details**
**Theory of Youth Work**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 4 |
| **Guided Learning Hours** | 30 |
| **Total Unit Time** | 40 (30GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines the knowledge and skills underpinning Youth Work. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 6)****The learner will:** | **Assessment Criteria** **(1.1 to 6.4)****The learner can:** |
| 1. Understand the key purpose and role of youth work.
 | * 1. Describe the key purpose of youth work.
	2. Identify current national and local policies and guidance that informs youth work.
	3. Outline current legislation that informs youth work.
	4. Describe own organisation’s purpose and policies.
 |
| 1. Understand key principles of youth work.
 | * 1. Describe the following principles for youth work:
		1. active participation and empowerment of young people
		2. voluntary engagement by young people
		3. non-formal education and informal learning
		4. equality, diversity and inclusion
		5. code of conduct
 |
| 1. Understand the role of youth work in the young person’s local community.
 | * 1. Describe different types of communities.
	2. Describe how the local community affects young people’s lives.
	3. Outline how youth work impacts on the young person’s local community.
 |
| 1. Understand different models of youth work delivery.
 | * 1. Identify the sectors and structures in which youth work is delivered.
	2. Describe different models of youth work delivery.
 |
| 1. Understand the skills, knowledge, qualities and values required to practice as a youth support worker.
 | * 1. Describe the skills, knowledge, qualities and values of an effective youth worker.
	2. Outline how professional boundaries are important to engaging with young people and with own team.
	3. Outline how anti-discriminatory practice can impact youth work practice.
 |
| 1. Understand own skills, knowledge, qualities and values required to practice youth support work.
 | * 1. Assess personal skills, knowledge, qualities and values required for youth work practice.
	2. Identify the impact own prejudice and values could have when engaging with young people.
	3. Identify the boundaries of own role within youth work practice in relation to young people and colleagues.
	4. Create a personal development plan to address own areas for improvement.
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**Safeguarding in a youth work setting**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 30 (20GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to the safeguarding of young people in a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 5)****The learner will:** | **Assessment Criteria** **(1.1 to 5.4)****The learner can:** |
| 1. Know about the importance of safeguarding policies and procedures, in providing a safe environment for young people.
 | * 1. Define the terms ‘child protection’ and ‘safeguarding’.
	2. Outline safeguarding legislation, guidelines, policies and procedures relevant to own organisation.
	3. Outline own organisation’s child protection policies and procedures.
	4. Describe how own organisation’s safeguarding policies and procedures influence own practice.
	5. Describe the boundaries of confidentiality when working with young people.
 |
| 1. Know about roles and responsibilities in relation to keeping young people, vulnerable adults, self and colleagues safe in youth work settings.
 | * 1. Identify a range of child protection and safeguarding support agencies.
	2. Describe forms of abuse and their characteristics.
	3. Describe forms of exploitation and their characteristics.
	4. Identify own organisation’s safeguarding officer in relation to reporting child protection issues.
	5. Identify own organisation’s policies and procedures for keeping staff and volunteers safe.
 |
| 1. Be able to assess risk in a youth work setting.
 | * 1. Describe a health and safety risk assessment risk benefit process used in a youth work setting, including assessing behaviour and needs of an individual young person or group of young people.
	2. Develop a health and safety risk assessment risk benefit analysis of work areas including off-site visits.
 |
| 1. Understand how to safeguard young people when using contemporary technologies.
 | * 1. Describe how policies and practices for contemporary technology help keep young people safe.
	2. Describe the importance of an organisation-wide approach to using social media and other technologies safely.
	3. Outline how youth work can raise awareness around potential harm related to using contemporary technologies.
 |
| 1. Understand how youth work can help protect young people.
 | * 1. Describe how youth work can protect and support young people.
	2. Describe how the purposes and principles of youth work align with child protection and safeguarding policies and procedures.
	3. Outline ways to support and empower young people to manage personal risk.
	4. Outline the challenges when implementing safeguarding procedures in a youth work setting.
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**Young People’s Development**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 13 |
| **Total Unit Time** | 20 (13GLH + 7 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge relating to young people’s development and how youth work can support young people during adolescence. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 3)****The learner will:** | **Assessment Criteria** **(1.1 to 3.2)****The learner can:** |
| 1. Understand how young people develop during adolescence.
 | * 1. Define adolescence.
	2. Describe theories related to adolescent development.

 * 1. Outline how adolescent development impacts on young people’s lives.
 |
| 1. Understand how knowledge of adolescence impacts on youth work.
 | * 1. Identify how knowledge of adolescent development benefits youth work and young people.
	2. Describe how changes during adolescence could affect the professional relationship between the youth work practitioner and the young person.
	3. Outline how changes during adolescence affect young people’s behaviour and lead to stereotypes.
	4. Describe how to challenge stereotypes impacting on young people.
 |
| 1. Know where young people can get support during adolescence.
 | * 1. Describe how youth work practitioners can support young people during adolescence.
	2. Describe organisations that can support young people that may face difficulties during adolescence.
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**Engaging and Communicating with Young People**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 10 |
| **Total Unit Time** | 20 (10GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to engaging and communicating with young people in a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 6)****The learner will:** | **Assessment Criteria** **(1.1 to 6.1)****The learner can:** |
| 1. Understand the importance of building professional relationships with young people in youth work.
 | * 1. Describe why relationship building with young people is important in youth work.
	2. Describe how effective communication skills impact on building and maintaining professional relationships with young people.
	3. Identify ways to engage young people in order to establish a professional relationship.
 |
| 1. Understand the different ways of engaging with young people.
 | * 1. Describe the different approaches of engaging young people and increasing their participation in youth work.
 |
| 1. Understand the importance of good communication skills for youth work activities.
 | * 1. Describe the advantages and disadvantages of different methods of communication when working with young people.
	2. Describe the challenges of using social media to engage with young people.
 |
| 1. Be able to communicate with young people to develop a professional relationship.
 | * 1. Communicate with young people using effective listening skills.
 |
| 1. Be able to support young people in engaging with the local community.
 | * 1. Support young people to develop positive relationships in their local community.
	2. Assess own strengths and areas for improvement when communicating with others.
	3. Engage with the local community to support young people’s involvement.
 |
| 1. Understand how to support young people’s information needs.
 | * 1. Describe youth workers’ role in supporting young people to access impartial information and guidance.
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**Group Work within a Youth Work Setting**

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| **Unit Reference** |  J/506/9212 |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 10 |
| **Total Unit Time** | 20 (10GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to group work with young people in a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 6)****The learner will:** | **Assessment Criteria** **(1.1 to 6.1)****The learner can:** |
| 1. Understand the importance of group membership.
 | * 1. Identify the types of groups young people are part of or join.
	2. Describe the reasons why young people may join groups.
	3. State some of the benefits for young people of joining groups.
	4. Describe key characteristics of effective groups.
 |
| 1. Understand the structure of a group.
 | * 1. Identify the different roles in a group
	2. Describe own roles within group.
	3. Identify the role of the group leader.
	4. Describe the importance of different roles within a group.
 |
| 1. Understand the stages of a group.
 | * 1. Identify the principles of group work.
	2. Describe the different stages of group development.
	3. Identify the factors that increase group effectiveness.
	4. Assess how to maintain groups.
	5. Describe reasons for group breakdown.
 |
| 1. Be able to work effectively within a group activity.
 | * 1. Plan a group youth work activity which takes into account internal and external factors that influence effective groups.
	2. Negotiate with group appropriate ground rules for working with each other in youth work activity.
	3. Review activity with an appropriate observer.
	4. Reflect with an appropriate observer group effectiveness, roles in group and own contribution to group both positive and negative.
 |
| 1. Understand how to overcome conflict in group work setting.
 | * 1. Describe how conflict may arise in group work setting.
	2. Outline how personal feelings may be managed in a conflict situation.
	3. Describe ways of defusing conflict in a group setting.
 |
| 1. Be able to use group work theory with a group of young people.
 | * 1. Apply group work theory with a group of young people in a youth work setting.
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**Working with Behaviour that Challenges in a Youth Work Setting**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 13 |
| **Total Unit Time** | 20 (13GLH + 7 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to working with behaviour that challenges which may occur when working with young people in a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 5)****The learner will:** | **Assessment Criteria** **(1.1 to 5.3)****The learner can:** |
| 1. Understand what is meant by conflict and behaviour that challenges.
 | * 1. Define what is meant by behaviour that challenges.
	2. Describe the impact of conflict and behaviour that challenges in a youth work setting.
	3. Describe why it is important to develop a trusting and respectful relationship with young people to enable positive challenge.
	4. Outline the importance of setting and maintaining appropriate boundaries and expectations with young people.
	5. Assess own values and how these relate to working with young people and managing young people’s behaviour.
	6. Identify internal and external influences that can contribute to the presentation of conflict and behaviour that challenges in a young person.
 |
| 1. Understand how to de-escalate conflict and behaviour that challenges in youth work settings.
 | * 1. Identify examples of conflict and behaviour that challenges that might occur in a youth work setting.
	2. Describe de-escalation techniques that can be used to address conflict and behaviour that challenges in a youth work setting.
	3. Describe the ways that specific behaviours within groups can be positively defused.
 |
| 1. Understand the role of feedback in relation to changed behaviour in a youth work setting.
 | * 1. Describe how positive feedback affects and enhances behavioural change in young people.
	2. Give examples of the impact of positive acknowledgement of changed behaviour in a youth work setting.
 |
| 1. Understand when support is required in managing conflict and behaviour that challenges.
 | * 1. Identify situations when additional support is required to manage conflict and behaviour that challenges.
	2. Describe support mechanisms available when managing conflict and behaviour that challenges in a youth work setting.
 |
| 1. Be able to develop youth practice in relation to conflict and behaviour that challenges.
 | * 1. Assess personal practice in relation to conflict and behaviour that challenges in youth work.
	2. Reflect on personal practice in relation to managing conflict and behaviour that challenges in youth work.
	3. Create a development plan to enhance skills in managing conflict and behaviour that challenges.
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**Work-Based Practice in Youth Work**

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| **Unit Reference** |   |
| **Level** | 2 |
| **Credit Value** | 6 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 60 (20GLH + 40 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to work-based practice within a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 4)****The learner will:** | **Assessment Criteria** **(1.1 to 4.2)****The learner can:** |
| 1. Be able to apply the principles and practice of participation and empowerment to plan a youth work programme
 | * 1. Describe what is meant by young people’s participation and empowerment.
	2. Comply with organisation policies, procedures and safeguarding requirements when planning youth work programme.
	3. Describe the main stages of programme and activity planning.
	4. Plan a youth work programme using inclusive resources.
	5. Plan an evaluation process for a youth work programme.
 |
| 1. Be able to deliver a youth work programme, based on participation processes undertaken with young people
 | * 1. Support the delivery of a youth work programme.
	2. Comply with organisation policies, procedures and safeguarding requirements when delivering youth work programme.
 |
| 1. Be able to evaluate practice following the delivery of youth work programmes
 | * 1. Describe methods of evaluating the effectiveness of activities in work based practice.
	2. Describe the effectiveness of the youth work programme highlighting good practice and areas for development.
	3. Complete evaluation records for the activities delivered.
 |
| 1. Be able to reflect on own practice following the delivery of youth work programmes
 | * 1. Reflect on own contribution and effectiveness in planning and delivering activities.
	2. Assess own practice and areas for development in relation to the youth work delivery.
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**Reflective Practice in a Youth Work Setting**

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| **Unit Reference** |   |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 7 |
| **Total Unit Time** | 20 (7GLH + 13 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to reflective practice in a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 2)****The learner will:** | **Assessment Criteria** **(1.1 to 2.5)****The learner can:** |
| 1. Understand the principles of reflective practice in youth work.
 | * 1. Give a definition of reflective practice within the context of youth work.
	2. Describe the benefits of reflection in developing youth work practice.
	3. Describe the key components of a model of reflective practice.
 |
| 1. Be able to use reflective practice in youth work.
 | * 1. Use a reflective practice model in relation to own youth work.
	2. Use reflective practice to review own strengths and areas for development.
	3. Create a development plan with organisational objectives to address personal learning and support needs.
	4. Implement a development plan to address own learning and support needs.
	5. Outline how reflective practice relates to organisational performance, appraisal and supervision within own youth work setting.
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**Key Principles and Values for Working with Young People who Misuse Substances**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 10 |
| **Total Unit Time** | 30 (10GLH + 20 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to working with young people who misuse substances. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 5)****The learner will:** | **Assessment Criteria** **(1.1 to 5.3)****The learner can:** |
| 1. Understand substance misuse.
 | * 1. Give a definition of substance misuse.
	2. Describe a range of substances to include their:
		1. long-term effects
		2. street names
		3. short-term effects
		4. different categories
 |
| 1. Understand the impact of substance misuse on young people.
 | * 1. Describe the impact of substance misuse on young people.
 |
| 1. Understand how youth work supports young people who misuse substances.
 | * 1. Describe how youth work principles and practice can support young people who misuse drugs.
	2. Outline the impact of substance misuse on youth work provision.
 |
| 1. Understand the boundaries of confidentiality when working with young people who have misuse substances.
 | * 1. Describe the key principles of confidentiality and safeguarding as they relate to working with young people who misuse substances.
	2. Describe how to communicate confidentiality protocols to young people in youth work settings.
	3. Describe circumstances when confidentiality with a young person needs to be broken.
 |
| 1. Understand the importance of boundaries when working with people who misuse substances.
 | * 1. Describe the importance of professional boundaries between youth work practitioners and young people in relation to substance misuse.
	2. Describe why information sharing protocols are important for supporting young people who misuse substances.
	3. Describe a range of referral organisations that support young people who misuse substances.
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**Supporting Young People with Disabilities and/or Diverse Learning Needs within a Youth Work Setting**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 30 (20GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to supporting young people with disabilities and/or diverse learning needs within a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 4)****The learner will:** | **Assessment Criteria** **(1.1 to 4.3)****The learner can:** |
| 1. Understand the needs of young people with disabilities and/or diverse learning needs.

  | * 1. Give a definition for the terms disability, neurodiversity and additional learning needs.
	2. Identify a range of disabilities, neurodiversity and additional learning needs.

 * 1. Outline reasonable adjustments required for young people within a youth work setting.
	2. Describe young people’s own role in deciding their needs.

 * 1. Describe the partnership benefits of working with parents and carers in supporting young people.

  |
| 1. Know the rights of young people with disabilities and those with diverse learning needs.
 | * 1. Identify the specific rights that relate to young people with disabilities or diverse learning needs.
	2. Explain the purpose of individual plans for young people with disabilities or diverse learning needs.
	3. Describe the principles of working inclusively with young people with disabilities and those with diverse learning needs.
 |
| 1. Be able to contribute to the inclusion of young people with disabilities and diverse learning needs in own youth work setting.
 | * 1. Outline the individual needs, capabilities and interests of young people with disabilities and those with diverse learning needs within own youth work setting.
	2. Describe barriers to participation for young people with disabilities and those with diverse learning needs within own youth work setting.
	3. Demonstrate understanding of how to remove barriers to participation for young people.
	4. Use inclusive practices in own work with young people with disabilities and diverse learning needs.
 |
| 1. Understand how to support young people with disabilities and those with diverse learning needs to participate in a full range of activities and experiences.
 | * 1. Identify adaptations that can be made to support young people with disabilities and those with diverse learning needs in own youth work setting.
	2. Describe how to support the equality of opportunity for young people with disabilities and those with diverse learning needs within own youth work setting.

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**Supporting Young People’s Recreation and Leisure within a Youth Work Setting**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 16 |
| **Total Unit Time** | 30 (16GLH + 14 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to supporting young people’s recreation and leisure within a youth work setting. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 4)****The learner will:** | **Assessment Criteria** **(1.1 to 4.2)****The learner can:** |
| 1. Understand the importance of recreation and leisure.
 | * 1. Identify the requirements of the UN Convention of the Rights of the Child in relation to recreation and leisure.
	2. Describe how recreation and leisure for young people relates to youth work theory.
	3. Describe how recreation and leisure contribute to young people’s physical, social and emotional development.
	4. Describe the characteristics of freely chosen, self-directed leisure and activities.
 |
| 1. Be able to support young people’s recreation and leisure.
 | * 1. Describe own role in supporting young people’s recreation and leisure activities.
	2. Undertake routine safety checks on areas used for young people’s leisure before, during and after leisure activities.
	3. Demonstrate communication skills while supporting young people’s recreation and leisure.
 |
| 1. Be able to support young people in balancing risk and challenge.
 | * 1. Assess the value of balancing risk and challenge in young people’s leisure activities.
	2. Give examples of acceptable and unacceptable risk and challenge within own youth work setting for young people’s recreation.
	3. Describe why it is important for young people to manage risk and challenge for themselves.
	4. Demonstrate ways of working which encourage young people to manage risk and challenge for themselves.
 |
| 1. Be able to reflect on and improve own practice in supporting young people’s recreation and leisure activities.
 | * 1. Reflect on own practice for supporting young people’s recreation and leisure activities.
	2. Demonstrate how reflective practice has improved ways of working.
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**Anti-discriminatory Practice in Youth Work**

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| **Unit Reference** |   |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 30 (20GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating toanti-discriminatory practice in youth work. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 3)****The learner will:** | **Assessment Criteria** **(1.1 to 3.3)****The learner can:** |
| 1. Understand anti-discriminatory practice in youth work.
 | * 1. Define what is meant by anti-discriminatory practice.
	2. Describe how anti-discriminatory practice relates to the principles of youth work.
	3. Outline the current legislation that relates to anti-discriminatory practice.
	4. Outline what is meant by protected characteristics groups.
	5. Describe the protected characteristics groups as stated in current legislation.
 |
| 1. Understand prejudice and discrimination.
 |  * 1. Describe the meaning of the following terms:
		1. prejudice
		2. stereotyping
		3. stigma
		4. labelling
		5. discrimination
		6. equality
		7. diversity
	2. Describe the differences between prejudice and discrimination.

 * 1. Define and give examples of each of the following types of discrimination:
		1. direct discrimination
		2. indirect discrimination
		3. discrimination by association
		4. perception discrimination
		5. harassment
		6. third party harassment
		7. victimisation
		8. hate speech
		9. hate crime
 |
| 1. Understand how anti-discriminatory practice impacts on youth work delivery.
 | * 1. Outline how the needs of protected characteristics groups can be met:
		1. through own personal practice
		2. within the youth work environment
	2. Describe the possible consequences of not meeting the protected characteristics of a group in relation to:
		1. own personal practice
		2. youth service delivery

 * 1. Assess own youth work practice in relation to anti-discriminatory practice.

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**Exploring Values, Beliefs and Spiritual Development within a Youth Work Setting**

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 30 (20GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines knowledge and skills relating to the exploration of values, beliefs and spiritual development of young people and youth work in faith communities (NOS YW06) |
| **Learning Outcomes** **(1 to 4)****The learner will:** | **Assessment Criteria** **(1.1 to 4.6)****The learner can:** |
| 1. Understand values, beliefs and spiritual development in a youth work setting.
 | * 1. Describe what is meant by values, beliefs and spiritual development.
	2. Identify ways in which young people can explore and express their values and beliefs.
	3. Identify own values and beliefs.
	4. Explain how own values and beliefs can inform personal experience and professional practice.
 |
| 1. Be able to facilitate the exploration of values, beliefs and spiritual development in a youth work setting
 | * 1. Deliver activities which enable young people to explore values and beliefs and to develop spiritually.
	2. Describe the effectiveness of activities which enable young people to explore values and beliefs and to develop spiritually.
	3. Describe organisational policies, procedures and safeguarding requirements when planning spiritual development activities.
 |
| 1. Understand the role of faith communities in the exploration of values, beliefs and spiritual development in a youth work setting
 | * 1. Describe the role that faith-communities can play in enabling the exploration of values and beliefs by young people.
	2. Explain why young people get involved in faith-community activities and the barriers to their participation.
	3. Describe how youth work practice and principles can work within a faith community setting.
 |
| 1. Be able to undertake and evaluate youth work within a faith based context
 | * 1. Describe the opportunities within the faith community for young people to explore values and beliefs and develop spiritually.
	2. Plan activities and programmes which will enable spiritual development.
	3. Deliver activities which will enable young people to reflect on their values and beliefs.
	4. Reflect on the effectiveness of the youth work undertaken in a faith-based context.
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### Youth Work in Digital Spaces and Places

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 2 |
| **Guided Learning Hours** | 10 |
| **Total Unit Time** | 20 (10GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines the knowledge and skills needed for youth workers to engage young people through digital spaces and places. Learners must have access to a real work environment. |
| **Learning Outcomes** **(1 to 3)****The learner will:** | **Assessment Criteria** **(1.1 to 3.1)****The learner can:** |
| 1. Understand Digital Communities.
 | * 1. Identify different types of digital communities.
	2. Describe how digital communities are used by young people.
 |
| 1. Understand how digitalisation and digital transformation impacts young people, the youth work sector and youth work practice.
 | * 1. Describe the key purpose of youth work in the context of digital spaces and places.
	2. List the ways digitalisation and digital transformation impacts young people and youth work.
	3. Describe own organisation’s purpose and policies in relation to working in digital spaces and places.
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| 1. Understand key principles in relation to working with young people in digital spaces and places.
 | * 1. Describe the following principles for youth work:
		1. Safeguarding young people in digital spaces and places
		2. Ethical considerations with regard to engagement with young people in digital spaces and places
		3. Non-formal education and informal learning in digital spaces and places
		4. How youth work practice can combat digital inequality and the digital divide
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### Trauma Informed Approaches to Youth Work

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| **Unit Reference** |  |
| **Level** | 2 |
| **Credit Value** | 3 |
| **Guided Learning Hours** | 20 |
| **Total Unit Time** | 30 (20GLH + 10 hours for independent research and assessment) |
| **Unit Summary**  | This unit outlines the knowledge and skills related to working with young people using trauma informed approaches. Learners must have access to a real work environment.  |
| **Learning Outcomes** **(1 to 3)****The learner will:** | **Assessment Criteria** **(1.1 to 3.1)****The learner can:** |
| 1. Understand the effects of trauma.
 | * 1. Define trauma.
	2. Describe the effects of trauma on neurological development.
	3. Describe the effects of trauma on children and young people’s:
		1. Physical development
		2. Emotional development
		3. Social development
		4. Cognitive development
 |
| 1. Understand the principle concepts of trauma informed practice.
 | * 1. Identify ways to support recovery from trauma through youth work practices.
	2. Identify ways to create an atmosphere that is respectful and safe.
	3. Identify when it is necessary to share information with other professionals/signpost to external services for additional support.
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| 1. Understand the term ‘adverse childhood experiences’.
 | * 1. Define the term ‘adverse childhood experiences’ (ACEs).
	2. Identify a range of ACEs.
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| 1. Understand how to create open dialogue and engage sensitively with a young person, according to their needs.
 | * 1. Identify appropriate ways of communicating with young people who have experienced trauma.
	2. Describe the importance of relational working.
	3. Identify the skills required to build engagement and work effectively with children and young people.
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| 1. Understand how to unitise trauma informed approaches to encourage development of resilience and self- esteem.
 | * 1. Describe the importance of developing resilience as a protective factor against trauma experiences.
	2. Identify ways to support young people to build resilience and self-esteem.
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